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ABSTRACT

The document describes an instrument used to measure citizenship social studies achievement and skills for 9-, 13-, 17-, and 26 to 35-year-olds in Connecticut. Based on the National Assessment of Educational Progress (ED 049 113), objectives were to collect baseline data for future use in determining knowledge, to compare results with national achievement, to use data in curricular and instructional decisions, and to encourage use of the test in evaluation and planning. 2,390 public school children and 249 adults were tested using a multiple-choice achievement test covering eight subject and skills areas, and questionnaires ascertaining individual and school-related variables. Adequate representation was sought for regional sections, urban and rural communities, both sexes, and varied socioeconomic backgrounds. Data was analyzed according to the percentage of students answering each test item correctly, the average percentage of items answered correctly for each of the subject areas, the percentage of individuals selecting each choice on each item of the student and principal questionnaires, and a comparison with students in the nation and the northeast. Findings showed that Connecticut children's scores were about the same as national and northeast levels, children who hated school or watched more than three hours of television daily achieved less, and Connecticut adults scored higher than the children or the national level. Data tables showing results by age group, variable, and age group comparisons, are included as well as the measurement instruments. (CK)

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CHAPTER 1

DESIGN AND METHODOLOGY

Overview

The state of Connecticut conducted the sixth annual Connecticut Assessment of Educational Progress (CAEP) in 1977-78. Three age levels (9-, 13-, and 17-year-olds) were assessed in two subject areas: Citizenship/Social Studies and Career Education. The Connecticut Assessment of Educational Progress, as mandated by the Connecticut General Assembly, is a continuing program designed to "measure objectively the adequacy and efficacy of the educational programs offered by the public schools."

The CAEP program is modeled after the National Assessment of Educational Progress (NAEP) in its basic goals, design, and instrumentation. NAEP was founded in 1964 and began actual testing in 1969 with the goal of providing continuous systematic reporting on the knowledge, skills, understanding, and attitudes of American children and young adults based on annual national surveys. Each year one or more subject areas (or related subject areas) are tested. The NAEP testing program generates data on national achievement levels against which statewide data can be compared.

CAEP began in 1971-72 with an assessment of reading achievement. In 1973-74 career guidance was assessed, in 1974-75 science, and 1975-76 reading again, and in 1976-77 mathematics was assessed. In coming years, Connecticut plans to continue annual assessment in a given subject area or areas in order to continually evaluate the adequacy of the educational system within the state.

The 1977-78 assessment in Citizenship/Social Studies was conducted by National Evaluation Systems, Inc. (NES), Amherst, Massachusetts, under contract to the Connecticut State Department of Education (CSDE). The goals of the assessment were: (1) to collect baseline data for determining student growth in Citizenship/Social Studies knowledge in future years, (2) to collect information permitting the comparison of the present Citizenship/Social Studies achievement of Connecticut students with the achievement of students nationally, (3) to provide achievement results useful in decision-making regarding curricula and instruction at both the state and local levels, and (4) to encourage school districts to adopt the statewide test for purposes of local planning and evaluation.

In response to these purposes, the program included the development and administration of three objective-referenced Citizenship/Social Studies tests, one for each of the three age levels assessed. These tests were administered on a statewide basis to a probability sample of 9-, 13-, and 17-year-olds in the fourth, eighth, and eleventh grades, respectively.* In designing the tests, an advisory panel of Connecticut educators developed high-priority Citizenship/Social Studies learning objectives for the state, drawing upon NAEP materials where applicable.

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* Hereinafter, "9-year-olds" will refer to 9-year-olds in the fourth grade, "13-year-olds" will refer to 13-year-olds in the eighth grade, and "17-year-olds" will refer to 17-year-olds in the eleventh grade.

In conjunction with the statewide assessment, CSDE provides a valuable opportunity to local school districts by offering the state's custom-designed materials for use in comprehensive testing of their own students. This portion of Connecticut's assessment activities, called "Phase 2: The Local Assessment Option," permitted participating districts to use the statewide tests for local planning and evaluation. Only the methodology of Phase 2 is described in this report. All local achievement results were reported solely to the respective districts.

This report does contain, however, a complete description of Phase 1 of CAEP, the statewide testing program. The report describes in detail the design and methodology of the program, as well as presenting the student achievement data generated by the assessment. This information can serve as a valuable resource to CSDE and to others in determining strengths and weaknesses of Connecticut students in the area of Citizenship/Social Studies. Considerations of and action in response to these findings may bring about improvements in the education of Connecticut students.

The report also contains a description of the methodology and results of a special survey of young adults conducted as part of CAEP for the first time this year. The survey collected information on the present citizenship/social studies skills, attitudes, and involvement of a sample of Connecticut young adults aged 26 to 35. All aspects of this component of the assessment are described in Chapter 7.

Measurement Instruments

The design of the assessment required extensive developmental activities aimed at the production of: (1) customized achievement tests comprised of exercises referenced to important learning objectives, (2) student questionnaires with which to collect information on individual student and home variables, and (3) principal questionnaires with which to collect information on school-related variables. These developmental activities were the primary responsibility of the Citizenship/Social Studies Advisory Committee, composed of educators from across the state involved in many aspects and levels of Citizenship/Social Studies education.

Achievement tests. The first activity of the Committee was the development of appropriate instruments with which to measure student achievement. In order to accomplish this task, the Committee first developed a set of high-priority learning objectives for each age level. The objectives spanned eight goal areas defining the major disciplines that comprise Citizenship/Social Studies and the skills necessary for studying these disciplines. All objectives at each level were considered to be within the *experience* of all children who have participated in a sequential social studies program. The objectives do not attempt to represent *all* the skills and concepts being taught at each level, but rather those skills considered of highest priority. A list of the 13 objectives for 9-year-olds and the 14 objectives for 13-year-olds and 17-year-olds is presented in Table 1.1, categorized by goal area.

TABLE 1.1

List of Objectives Assessed

Goal Area	Objective
I. HISTORY	1. Have knowledge of local, state and United States history.
	2. Have knowledge about the historical development and contributions of past and present civilizations.
II. POLITICAL SCIENCE	3. Know the main structure, function, and processes of all levels of United States government.
	4.* Have knowledge about the ideology and practices of different political systems.
	11. Understand the nature of conflict among individuals, groups, and nations and evaluate alternative methods of resolving conflict.
III. CITIZENSHIP	5. Recognize rights and liberties essential to a pluralistic society and how they are guaranteed.
	6. Understand the duties and responsibilities of United States citizenship.
	7. Understand that political opposition and special interest groups have a legitimate and important role in democratic society.

*Not tested at age 9/grade 4 level

TABLE 1.1 (continued)

Goal Area	
IV. ECONOMICS	8. Have knowledge about economic systems and economic behavior.
V. GEOGRAPHY	9. Have knowledge about the relationships between human beings and their physical environment and understand some of the consequences of these relationships.
VI. SOCIOLOGY	10. Have knowledge about social organization and relationships between humans and their social environment and understand some of the consequences of these relationships.
VII. ANTHROPOLOGY	12. Have knowledge about "cultural universals" such as needs for shelter, communication, family organization, and religion and recognize that needs are satisfied in different ways in various cultures. 13. Recognize that culture defines beliefs, values, and institutions and influences behavior.
VIII. PROCESS SKILLS	14. Demonstrate skill in locating, compiling and weighing the evidence and data necessary for clarifying issues and making decisions.

The next step was to select the test items to measure the objectives at each age level. The process of selecting test exercises began with the Committee's review of NAEP materials. Where NAEP exercises did not suffice, they were supplemented by materials from the NES item bank, the Atlanta Assessment Project, the Minnesota Educational Assessment in Social Studies, and by items developed by the Committee under supervision of NES staff.

The items selected by the Committee were assembled into three test booklets, one for each age level. There were 39 test items on the 9-year-old test, 66 on the 13-year-old test, and 66 on the 17-year-old test. Between two and eight items were matched to each objective. The test for young adults included a sample of items administered to 17-year-olds (for comparison purposes) as well as some additional NAEP items designed for this age group.

While some test items were administered to more than one age group, other items varied in difficulty according to age level. The reader should bear in mind that, while in some cases a given objective was used for two different age levels, some tests items matched to the objective differed for two age levels. Two items were administered to 9- and 13-year-olds only, 45 items to 13- and 17-year-olds only, and seven items to all age groups. Of the total 39 items for 9-year-olds, 30 were unique to that age group; of the 66 items for 13-year-olds, 12 were unique; and of the 66 items for 17-year-olds, 14 were unique.

A number of the items on the tests were drawn from NAEP materials, some modified minimally or substantially. However, there were 12 items for 9-year-olds, 19 items for 13-year-olds, and 23 items for 17-year-olds that were identical to (i.e., unmodified) NAEP items.

All items for 9-year-olds were in multiple-choice format. Two open-ended items were included for 13- and 17-year-olds in order to retain comparability with NAEP format. Administration time was one hour for 9-year-olds and 75 minutes for 13- and 17-year-olds. Copies of the test exercises appear in Appendix A of this report.

Student and principal questionnaires. Following the development of the achievement tests, the Advisory Committee focused on the task of designing questionnaires which would be used to collect information on student, home, and school variables which might be shown to be related to achievement. The student questionnaires were similar, although not identical, for the three age levels, and were printed at the front of each test booklet. The principal questionnaire was mailed to principals of all schools involved in statewide testing.

There were 11 questionnaire items for 9-year-olds and 15 items for 13- and 17-year-olds. Copies of the student questionnaires appear in Appendix B of this report. The student questionnaire items dealt with such things as the sex of the student, the amount of television watched by the student, the degree of parental involvement in the student's schoolwork, and student attitudes.

The principal questionnaires contained eight identical questions for the principals of all three age levels. The questionnaires, administered to principals of all participating schools, included questions on such things as problems related to social studies classes, the extent of support for staff development, and the extent of social studies curriculum development in recent years.

Each principal's responses to the questionnaires were matched to the data record of each student in his/her school so that the performance of students could be related to factors in the school environment. A copy of the principal questionnaire appears in Appendix C of this report.

Sampling Design

To reduce the impact on schools of statewide testing activities, a sampling approach to assessment was adopted. A two-stage, stratified cluster design was used to select a separate random sample for each age level. The sampling plan, which was the same for each of the three age groups, adhered to the following set of standards:

(1) All public schools enrolling students of the given target grade were included in the school sampling frame.

(2) The sampling of schools and students was done on a probability basis.

(3) The sample at each age/grade level was representative of the entire target population in terms of the selected stratification variables (region and size of community).

(4) The size of the sample drawn at each age/grade level was sufficiently large to allow for precise generalization to the performance of all 9-, 13-, and 17-year-olds in the target grades in Connecticut and to the performance of selected subpopulations.

Because CAEP provided a local option, certain constraints had to be imposed on the sampling design which affected comparability with national (NAEP) data. The primary modification was that only those age-eligible students (as defined by NAEP) enrolled in the target grade for that age were selected for testing. That is, (1) those in the fourth grade born during calendar year 1968 (9-year-olds), (2) those in the eighth grade born during calendar year 1964 (13-year-olds), and (3) those in the eleventh grade born between October 1, 1960 and September 30, 1961 inclusive (17-year-olds). NAEP sampled from all students born in the designated time periods regardless of current grade, while CAEP sampled only those age-eligible students in the target grades. Therefore, the "age" and "grade" terminologies may both be used appropriately for this assessment (bearing in mind that *not all* students of a given age or grade were eligible for testing). The age designation (e.g., 9-year-olds) is used in connection with statewide testing; the grade designation (e.g., fourth-graders) is used in connection with the Local Option.

General framework of the sampling plan. Two stratification variables were selected for the sampling plan: (1) region and (2) size of community. Categories of the region variable were based on the six Connecticut

Regional Educational Service Centers: (1) Regional Educational Services Concepts (through) Unified Effort (RESCUE), (2) Cooperative Educational Services (CES), (3) Capital Region Education Council (CREC), (4) Area Cooperative Educational Services (ACES), (5) PROJECT LEARN, and (6) Northeast Area Regional Special Educational Services (NARSES). Table 1.2 describes in map form the division of the state into the six regions.

Categories of the size of community variable were defined as follows:

(1) "Big Cities"—towns of more than 100,000 population

(2) "Fringe Cities"—towns whose borders are contiguous with Big Cities and whose population exceeds 10,000

(3) "Medium Cities"—towns of more than 25,000 population which are not Big Cities or Fringe Cities

(4) "Smaller Places"—all other towns

According to this stratification, schools were then assigned to one of the stratification categories which resulted from a crossing of the two variables. From each grouping (or cell), a proportional number of students could be sampled. Table 1.3 diagrams the framework of the first stage of the sampling plan.

Sample size. The size of the sample of students to be tested was determined on the basis of: (1) the level of precision desired in making generalizations from the performance of the sample to that of the student population as a whole and to that of the various stratified reporting

TABLE 1.2

Map of Connecticut Regional Educational Service Centers

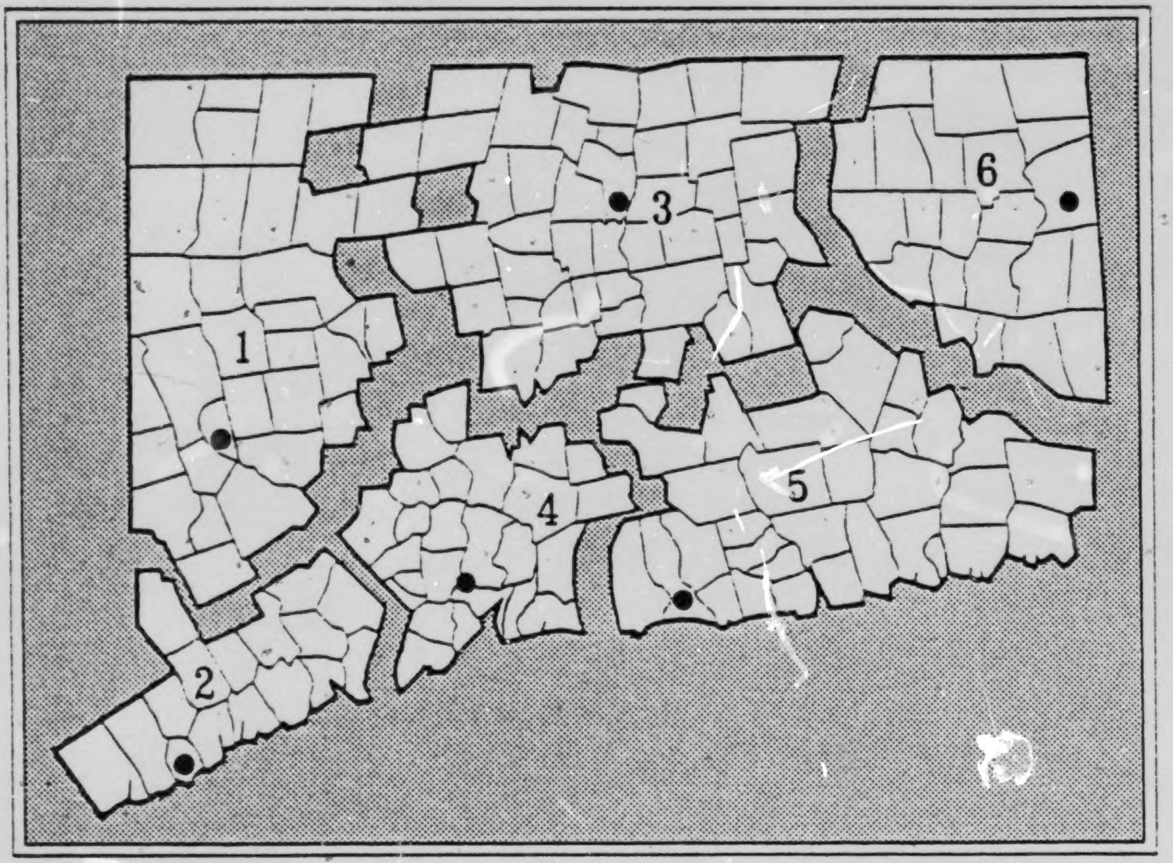


TABLE 1.3

Schematic Diagram of Sampling Strata*

Connecticut Regional Educational Service Centers	Size of Community: Smaller Places	Medium Cities	Fringe Cities	Big Cities
(1)				☒
(2)				
(3)				
(4)				
(5)			☒	☒
(6)		☒	☒	☒

*No eligible schools were available in these cells.

groups, and (2) the size of the student population in the state at each target grade level and in each stratified reporting group. Whenever estimates are to be made about a population based on data collected from a sample, those estimates are subject to error. Error is the difference between the score of the sample and the true score of the population. Sampling precision refers to the maximum degree of error which will be tolerated in making such generalizations. Toleration of a sampling error of .02 (two percentage points), for example, would mean the following: if, in a sample of 17-year-olds, an average of 80% of the items are answered correctly, the true score of the population lies between 78% and 82%.

The above is a probability statement made in educational practice at a 95% confidence level. That is, in 95 out of every 100 samples, if the sample average score is 80%, the true population average is expected to lie somewhere between 78% and 82%. For 5% of the samples which could be drawn, the true score will lie outside of this range. This level of confidence is generally considered sufficient for the purpose of educational research.

After consideration of these issues, the sample size for each age level was set at 2,880 students (allowing for attrition of approximately 17% based on previous assessments). Thus, it was expected that, after attrition, assessment data would be available from approximately 2,390 students at each level. This sample size was chosen to provide sufficient statistical precision for generalizing to the state and the desired reporting groups. The proportion of students sampled from each reporting category was made on the basis of the proportion of students in the population at the given age level. The formula for determining sample size follows; this formula yields the number of students required for estimating the score of the total grade/age population at the item level where:

N = number of students in population

$\sigma^2 = .25$

$\beta = \pm .02$ (error)

$$D = \frac{\beta^2}{4} = .0001$$

Sampling weights, ultimately computed and applied on the basis of the actual number of students who took the test, correct for unequal attrition across the cells of the sampling plan. The resulting precision levels for the total sample and each reporting group on each measure are displayed in Appendix E. The precision is obtained by doubling the value shown in the column labelled "SE of p-value."

Implementation of the sampling plan. The implementation of the sampling design involved several steps:

Step 1: A sampling "frame," or list, of all eligible schools was constructed for each age/grade level. Each school within the frame was assigned a region status and a community size status.

Step 2: The sampling frame at each age level was divided into separate frames for each stratified category, or cell represented in Table 1.3. Thus, the frame for each age level was broken down into 18 separate lists (one for each available cell).

Step 3: The total number of students in the population in the schools on the list was calculated and transformed into a proportion of the total target population to determine the number of schools (test sessions) to be selected from the list.

Step 4: The number of schools (sessions) determined in Step 3 was then selected from each of the 18 lists, with the probability of selection proportional to the size of the in-grade enrollment of each school. The outcome of this step was a list of schools selected from each stratification category within each age level. If a school was randomly selected only once, only one test session was assigned to it. If the school was selected more than once, an additional test session was assigned to it for each additional selection.

Step 5A: (This step represents the second stage of the sampling procedure—the selection of students—as it was applied for schools participating in statewide testing *only*.) From rosters of all grade- and age-eligible students within each selected school, 24 students for each test administration assigned to the school were randomly selected.

Step 5B: An alternative method for selecting students was applied for schools participating in both the Local Option *and* statewide testing. In order to avoid double testing of these students, individual students were sampled *after* testing by drawing at random test booklets returned by the districts for processing (24 per assigned session). Only those student who were age-eligible (as reported on the student questionnaire) were eligible for selection. This method was used only where districts census-tested; where districts used the Local Option for only a *sample* of students, the procedure in Step 5A was used.

In the implementation of the school sampling procedure, the number of students who could be selected from each eligible school was proportional to the size of the school. Larger schools were likely to be selected more than once and consequently could be assigned more than one test administration. A total of 120 test administrations were assigned across all categories at each age level. Each test administration represented the testing of 24 students for a total of 2,880 selected students at each age level.

Student participation. The number of students actually participating in testing at each age level and within each reporting category is shown in Table 1.4. The participation rate was 82% at the 9-year-old level, 87% at the 13-year-old level, and 78% at the 17-year-old level. The major causes for attrition were: (1) student absence on the day of testing, (2) student withdrawal or transfer from the school, and (3) student failure to complete the test due to illness, etc. The sampling procedure protected the anonymity of all students, schools, and school districts participating in the assessment.

Implications for data analysis. Because it was known, based on previous Connecticut assessment information, that the scores of students in "Big Cities" tend to differ from those of students in the rest of a given region, it was decided that all data analyses (e.g., average test scores) would separate scores of "Big City" students from the respective region results.

TABLE 1.4

Number of Students Tested at Each Age Level and in Each Reporting Group

Reporting Category*	Number of Students		
	9-Year-Olds	13-Year-Olds	17-Year-Olds
Region 1	208	222	224
Region 2	370	395	239
Region 3	543	639	596
Region 4	414	386	357
Region 5	245	269	237
Region 6	74	96	116
Big Cities	517	569	531
Fringe Cities	637	646	504
Medium Cities	635	681	589
Smaller Places	582	680	676

* The number of students participating from each *region* does not include students in "big cities."

Field Contact

Contact with school and district personnel, initiated in May and June of 1977, was designed to alert local personnel to the assessment and to provide detailed information on both the statewide and local phases of the assessment. Related activities included substantial contact with school and district personnel, both by mail and by telephone.

After initial contact with local personnel had been made by CSDE, NES mailed letters to the superintendents of every Connecticut School district describing both phases of the assessment, inviting them to participate in the Local Option, and enclosing sample result reports for the Local Option. NES sent follow-up mailings to those districts which did not respond in order to ensure than each district had received the information and had considered local participation in Phase 2. Close contact was maintained throughout the school year with those districts which chose to participate in order to provide direction and assistance as needed.

Following is a brief description of subsequent contact by NES staff at each age level with school and district personnel involved *only* in the statewide sample:

(1) A letter was mailed to superintendents of all school districts involved, outlining the schedule of events and listing by name those schools selected in their districts as well as the

number of test administrations (consisting of 24 students per session) needed in each school.

(2) A letter was mailed to principals of all selected schools describing the assessment program, outlining scheduled principal responsibilities, indicating the number of test administrations assigned, and requesting the submission of a roster of all age-eligible students.

(3) Telephone calls were made to all participating principals to schedule appointments for testing sessions. The NES staff made every effort to accommodate the scheduling needs of individual schools.

(4) A letter was mailed to all participating principals providing the names of selected students for each testing session and confirming the dates and times of the scheduled testing appointments.

(5) A letter enclosing the principal questionnaire and requesting its completion was mailed to the principals of all schools containing statewide sample groups.

NES staff made every effort to describe fully the aims and activities of the program, to describe with clarity the responsibilities of school personnel, and to foster cooperation with the program. Throughout the contact period, NES encouraged school personnel to call collect with any questions or concerns relative to the assessment.

Test Administration

To limit the burdens placed on school personnel, and to standardize administration procedures for the assessment, 16 persons from Connecticut with a background in education were hired and trained by NES staff to conduct testing in the schools. A Test Administrators' Workshop was conducted by the NES staff for each age level of testing. At these workshops, test administrators were thoroughly trained with respect to: (1) the research design of the assessment program, (2) school and student selection procedures, (3) test administration, (4) administration of the student questionnaires, (5) classroom procedures (including assembling of students, introducing the test, distribution and collection of materials, and handling of common and unusual situations), (6) special responsibilities (including advance telephone calls to principals to verify appointments; procedures for cancellation, postponement, or rescheduling of testing sessions; and handling of student rosters), and (7) field editing procedures. These procedures were described in detail in a test administrators' manual.

Tests were administered in October and November 1977 for 13-year-olds, in February 1978 for 9-year-olds, and in April 1978 for 17-year-olds. The test administration procedures were similar to those used by NAEP but did not include paced audiotapes accompanying the tests. Testing sessions began with a brief explanation of the purpose of the test, followed by the administration of the student questionnaires read aloud to students. When all students had completed the questionnaires, the directions for answering exercises were read aloud, and the students then proceeded to answer the test questions independently.

Following the testing session, test administrators performed a preliminary edit of testing materials and coded each response booklet with a district, school, and student identification number. At the close of each testing period, all materials were returned to NES for final editing, coding, and data processing.

Coding, Scoring, and Data Processing

All test booklets were subjected to an in-house edit at NES, including: (1) a check on the coding of student, school, and district identification information; (2) a check on the completeness of the student questionnaire responses; and (3) an edit for stray marks and double responses to the multiple-choice questions.

Following the coding activities, NES staff hand-scored all responses to the open-ended exercises according to scoring guidelines provided by the National Assessment of Educational Progress. NAEP scoring categories for each open-ended item appear in Appendix A of this report immediately following the text of the respective item. The responses for each student were then keypunched and verified at the NES offices, and the cards were listed on a data tape for each age level.

The data tape for each age level contained one record for each student completing the test package. This record included: (1) information given by the student on the student questionnaire; (2) the student's responses to each of the exercises; (3) a numerical identification code which permitted the rematching of each student record to its original test document should that prove necessary; and (4) the responses on the matching school principal questionnaire and stratification information for the student's school, each matched to appropriate student records. Prior to data processing, the data tape was scanned for invalid entries and updated where necessary. All response data on the data tape were entered in raw score form and were converted to the percentage form as needed. Data reduction needs were determined and files were transformed where appropriate, including proper weighting of scores to provide estimates of the population from sample data. All student data (test scores and questionnaire data) were weighted; only principal questionnaire data remained unweighted, since sampling was based on generalizing to students, not schools.

Statewide Data Analysis Plan

The basic elements of the analysis plan were decided upon jointly by NES and CSDE. The major purpose of the data analysis plan was to help to ensure that the assessment results and reports provided information which could be interpreted and utilized by Connecticut educators in determining critical needs and improving the educational system. The outcome of the analysis plan was a comprehensive description of the Citizenship/Social

Studies test performance of Connecticut 9-, 13-, and 17-year-olds. In addition, the analysis plan called for an in-depth report on the results of the student and principal questionnaires in terms of both the actual distribution of responses and the relationship of responses to student achievement.

The basic data generated for result reporting are given in percentages. These percentage scores include: (1) the percentage of students answering correctly each test item; (2) the average percent of the items answered correctly for each of the objectives; (3) the percentage of individuals selecting each choice on each item of the student and the school principal questionnaires; and (4) the percentage of students in the nation and in the Northeast region tested by NAEP answering each of the NAEP items correctly, provided for comparison purposes.

All of the Connecticut results, in the form described above, are provided in this report for each age level and for each reporting group selected by CSDE and the Advisory Committee. Where comparisons of performance are provided (for example, between a given reporting group and the statewide average), statistical tests were carried out to determine the significance of the difference.

The percent-correct scores reported for the state as a whole and for the individual reporting groups are estimates based on probability samples, and, as such, have standard errors associated with them. The reported differences in performance between a given group and the state average (effects) are also estimates and have associated standard errors. The standard error of an effect depends on the size of the two samples, the percent of each group answering the item correctly, and other stratification and clustering effects. Therefore, the magnitudes of the standard errors vary considerably from comparison to comparison. An effect that is twice the size of its associated standard error is statistically significant at the .05 level.

The differences presented in this report are those which were statistically significant at the .05 level of confidence. In other words, a difference of the given magnitude could be expected to occur in repeated samplings only five times in 100 if, in fact, there were no differences between groups.

It should be noted that some rather large effects are occasionally not statistically significant, while some rather small effects are in some instances significant. This is due to the fact that statistical significance is determined by the ratio of the effect to its standard error. For this reason, the reader should exercise caution in interpreting statistically significant differences. Statistical significance should not be equated with practical importance or educational meaningfulness. Just as acceptable levels of performance must be judged on the basis of educational expectations, the magnitude of differences observed between groups should similarly be judged not only on the basis of statistical significance but also on the basis of educational meaningfulness.

The reader should also be careful not to infer causality from the differences observed between the performance of Connecticut students and those in the nation and the Northeast region. The fact that Connecticut students surpassed the nation's or the Northeast region's students, or failed to perform as well, does not necessarily mean that Connecticut schools are causing the difference in performance. Community characteristics, family background, and personal characteristics of Connecticut students could bear a relationship to performance results.

The variables used in reporting the results were selected by CSDE on the basis of their conceptual importance. That is, it was considered that these variables, should they prove to bear a relationship to student achievement, would contribute important information to state and local-level decision-makers in setting policy for the educational delivery system.

Local Option Data Collection and Analysis

The Local Option phase of the assessment allowed participating districts to examine in detail the achievement of their own students in a single class or throughout the district by contracting directly with NES. Results permitted participating districts to: (1) examine students, classes, schools, and the district as a whole; and (2) compare local achievement results with those in Connecticut, the nation, and the Northeast region. Materials, as well as regional workshops in test administration and interpretation, were provided by CSDE through NES.

The Local Option testing was conducted in the same time period as the statewide sample testing. Overlap of schedules facilitated the organization and execution of testing for both phases and eliminated many activities for those statewide sampled schools that elected to participate in the Local Option.

The following services were provided by NES to those districts participating in the Local Option:

- training of test coordinators or administrators in test administration procedures at the test administrators' workshop
- delivery and pick-up of test booklets
- editing and scoring of tests and data analysis
- complete result reports as described below
- assistance with interpretation of results at the workshop held after results had been returned to the districts

Two copies of each result report produced by NES were provided. The reports are listed below.

- For each class:
  (1) a Student Objective Achievement Report
  (2) a Student Item Response Report
  (3) a Class Item Analysis Report
  (4) a Class Objective Summary Report
  (5) a Class Questionnaire Report

- For each school:
    (1) a School Item Analysis Report
    (2) a School Objective Summary Report
    (3) a School Questionnaire Report
- For the district:
    (1) a District Item Analysis Report
    (2) a District Objective Summary Report
    (3) a District Questionnaire Report

Thirty-six Connecticut school districts, as well as 16 Vocational-Technical schools, participated in the Local Option at one or more grade levels. Overall, 3,287 fourth-grade students, 5,259 eighth-grade students, and 6,184 eleventh-grade students were tested. Each district received the reports listed above, and all were invited to attend the workshop on test interpretation. NES made every effort to ensure that the special needs of individual school districts were met wherever possible.

Interpretive Issues: Focus to the Reader

The achievement scores presented in this report represent best estimates of the "true" achievement scores which would have been obtained had tests been administered to *all* students in the population, rather than to a representative sample. Statistical techniques indicate that these estimates are most likely within two percentage points of the "true" scores of the population. If, for example, the statewide score is shown as 62%, it would be safe to say that the "true" statewide score is between 60% and 64%. The purpose of this reminder is to caution the reader to refrain from over-emphasizing small differences between scores.

In addition, many of the results presented in this report involve comparisons of scores for various purposes. These include comparing Connecticut scores with nationwide scores and comparing scores of various reporting groups within Connecticut. In each of these cases, the average score of one "group" is compared to that of another "group." Again, because the scores were generated on the basis of a *sample* of students, the score for each group should be considered an *estimate* of the true score of the population that the group represents (e.g., all 13-year-olds).

The reader should note that the tables in this chapter indicate those differences in scores that are statistically significant at the .05 level. However, statistical significance is not to be equated with educational meaningfulness. Small differences between groups may be *statistically significant* in one case and not in another due to a variety of factors, but, even where statistically significant, differences may be too small to be educationally meaningful. The reader is directed to consider the magnitude of the differences in scores between groups to determine educational meaningfulness.

Particular attention should be paid to the narrative, since it is intended to focus the reader on the most outstanding differences between groups. Where statistical tests have not been performed, the narrative will generally describe scores that vary by 2% or less as "about the same." The reader should bear in mind that such small differences are not likely to be educationally meaningful.

Further, the reader is cautioned to refrain from drawing cause-effect inferences from these data. The differences observed suggest only a *relationship* between a given factor and achievement, *not a causative influence* of the factor on achievement.

CHAPTER 2

Statewide Achievement Results for Connecticut 9-, 13-, and 17-Year-Olds

Introduction

In order to describe the achievement of Connecticut 9-, 13-, and 17-year-olds, CAEP results include performance on each test item, each objective, and each goal area. In this section, results by objective and individual item are presented for each age level.

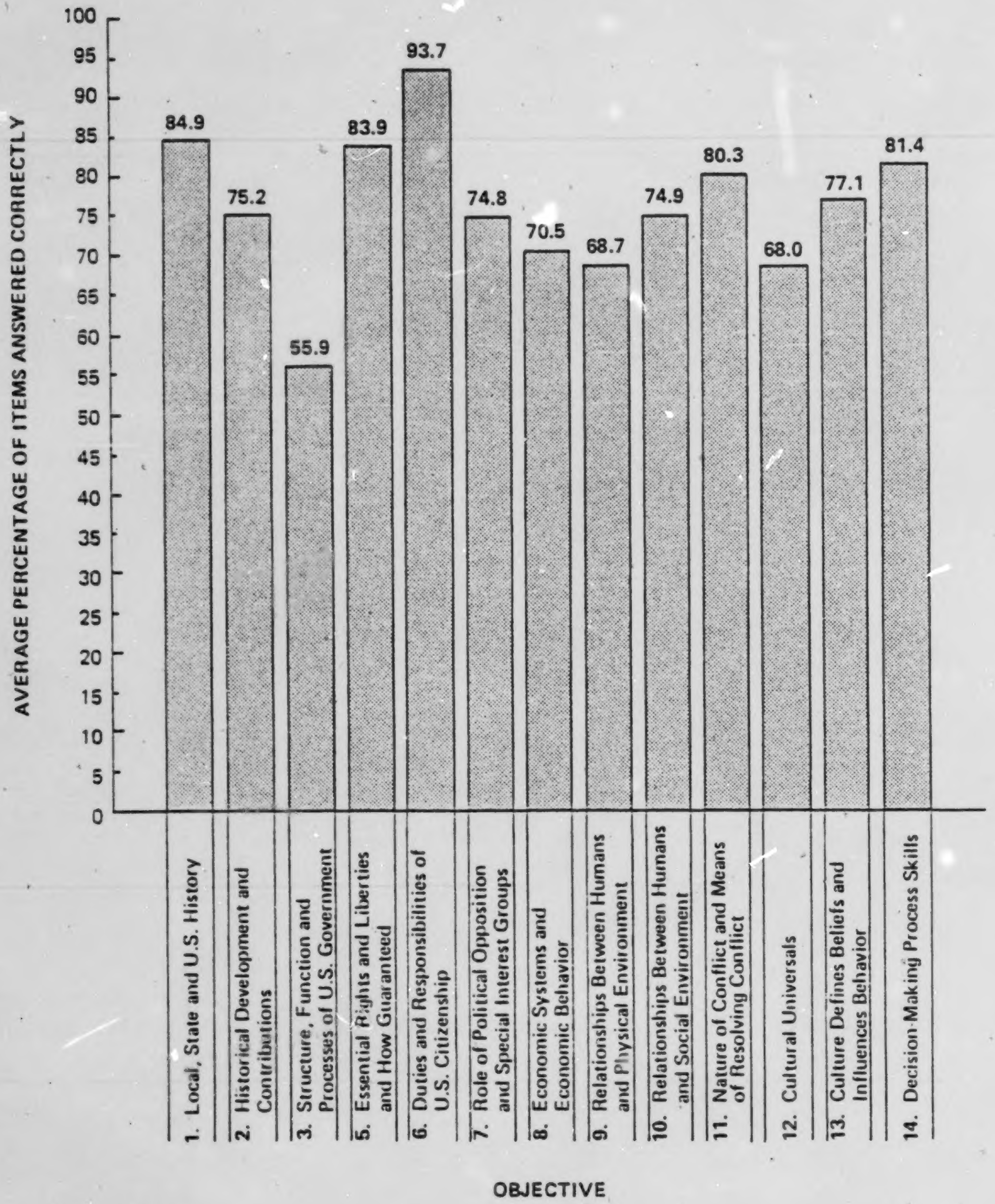
At the item level, the data are given in terms of the percentage of students in a given group answering correctly each test item. At the objective level, achievement is described in terms of the average percentage of item answered correctly. If, for example, students at a given age level show an average of 72% for a particular goal or objective, this means that, on the average, these students answered correctly 72% of the referenced test items. The reader is cautioned *not* to compare the achievement levels across age levels on a given goal or objective because the results are based upon different test items used for the three age groups.

Summary of Achievement by Objective

Tables 2.1 through 2.3 present the average percentage of test items answered correctly for each objective by each age group. Performance of 9-year-olds ranged between 93.7% correct for Objective 6

TABLE 2.1

Achievement on Objectives: 9-Year-Olds



NOTE: Objective 4 was not tested at the 9-year-old level.

TABLE 2.2

Achievement on Objectives: 13-Year-Olds

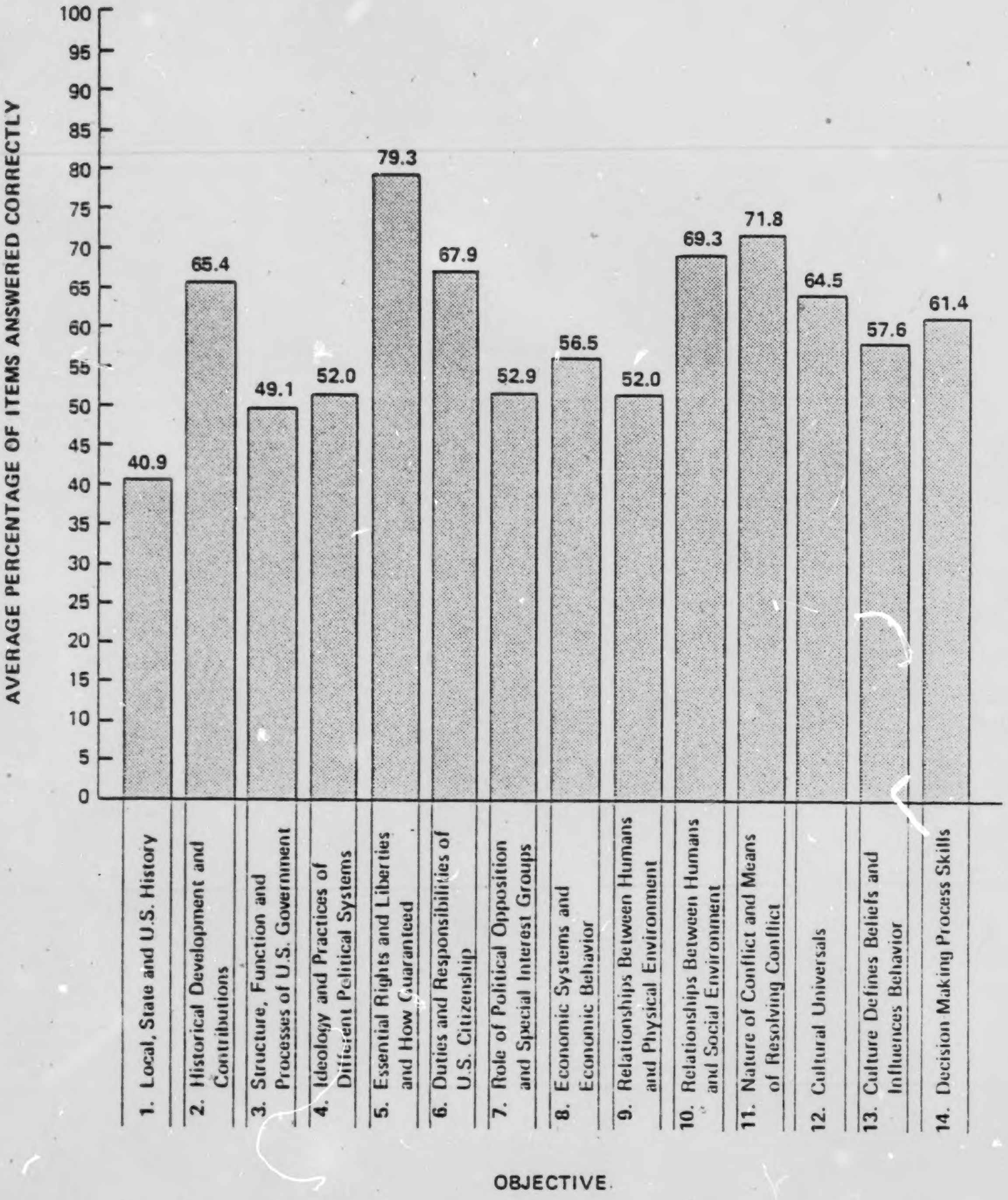
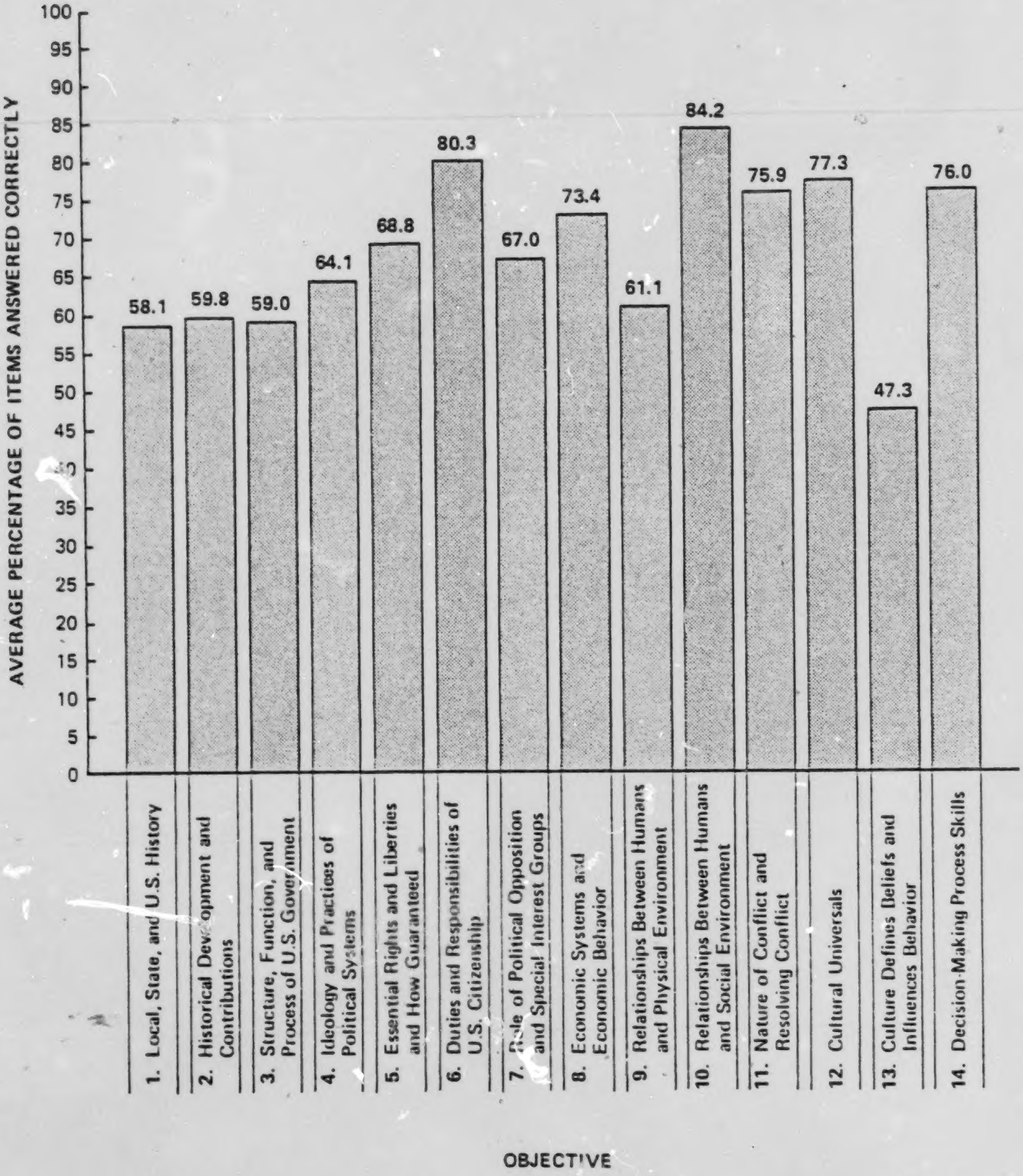


TABLE 2.3

Achievement on Objectives: 17-Year-Olds



(Duties and Responsibilities of U.S. Citizenship) and 55.9% correct for Objective 3 (Structure, Function, and Processes of U.S. Government). They scored between 80% and 85% on four objectives: Local, State and U.S. History (Objective 1), Essential Rights and Liberties and How They Are Guaranteed (Objective 5), Nature of Conflict and Means of Resolving Conflict (Objective 11), and Decision Making Process Skills (Objective 14). Nine-year-old performance on the remaining seven objectives ranged from 68% to 77.1%.

Thirteen-year-olds scored above 60% on only half of the fourteen objectives, with the highest performance levels found on Objective 5, Essential Rights and Liberties and How They Are Guaranteed (79.3%) and on Objective 11, Nature of Conflict and Means of Resolving Conflict (71.8%). The lowest levels of performance were found on the four objectives measuring Local, State and U.S. History (40.9%), Structure, Function, and Processes of U.S. Government (49.1%), Ideology and Practices of Different Political Systems (52.0%) and the Relationahips Between Humans and Their Physical Environment (52.0%).

Performance of 17-year-olds was less variable across objectives than that of either 9- or 13-year-olds. Performance on all but one objective ranged between approximately 58% for Objective 1 (Local, State and U.S. History) to 84.2% for Objective 10 (Relationships Between Humans and Social Environment). The exception was Objective 13 (Culture Defines Beliefs and Influences Behavior) on which 17-year-olds scored only 47.3% correct. Of the remaining 13 objectives, performance ranged between 73.4% to 84.2% on six of them and between 58% and 68.8% on the other seven.

Summary of Achievement by Item

Tables 2.4 through 2.6 show the percentage of 9-, 13-, and 17-year-olds who answered correctly each test item, computed for all students, and broken down by males and females, students in different sizes of community and different regions of the state. The abbreviated text of each item is presented along with a numerical code for its respective goal area and objectives. The full wording of each question is presented in Appendix A, along with the percentage of students selecting each response alternative.

Comparisons of performance across age groups can be made on those test items administered at more than one age level. These results are presented in Table 2.7.

TABLE 2.4

Test Item Performance of 9-Year-Old Fourth-Graders in Connecticut by Sex of Student, in Each Region, and in Each Size of Community with National (NAEP) Results Where Applicable

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly													
				Connecticut													Nation
				All Students	Sex		Region*						Size of Community				
					M	F	1	2	3	4	5	6	1	2	3	4	
I	1	2	Who was the FIRST president of the United States?	88	91	85	88	90	89	88	91	88	82	87	88	91	86
		5	*Picture* - Which one of these holidays are the people in the picture celebrating?	97	96	97	97	97	99	97	96	95	94	98	96	98	95
		14	Which group was in North America first?	70	66	73	63	67	77	64	75	72	69	68	67	74	
I	2	1	Which country has had the MOST influence on the way of life in the United States?	53	51	55	59	57	56	52	52	54	46	56	52	56	42
		4	When Columbus sailed across the Atlantic, could he listen to a radio?	97	97	98	98	98	98	98	97	99	95	98	97	99	95
II	3	3	The capital of Connecticut is:	77	81	74	83	76	93	75	73	80	58	83	79	81	
		9	*True/False* - Local governments pay police with the money people pay in taxes.	53	56	50	55	57	48	57	55	54	49	55	54	52	52
		10	Which person is part of the Connecticut state government?	69	71	68	72	74	76	72	67	65	54	71	69	77	
		12	You get a driver's license from which of the following?	25	27	23	22	26	25	27	23	24	25	20	27	27	
II	11	8	Can the U.S. and the Soviet Union work together for peace by sharing information?	73	71	74	73	73	74	75	68	77	70	72	72	75	
		11	Choose ONE reason why people sometimes do not agree.	90	88	92	95	92	92	89	91	93	81	92	91	92	
		13	What is an important problem in most large cities in the United States?	89	89	89	94	94	94	89	89	87	78	93	90	92	
		21	Can countries work to have peace by selling food and tools to each other?	71	73	70	73	74	70	73	73	70	67	73	69	74	73
		36	Sandy and Sue each want to watch TV. What problem prevents them from doing so?	79	76	81	79	78	80	82	79	73	75	77	79	81	
III	5	6	Every person in the United States has the right to:	95	95	96	97	96	98	96	96	92	90	97	96	96	
		23	In a court, who must make sure the trial is fair and run according to the rules?	72	72	73	76	72	76	74	73	66	66	76	68	76	76

* Regions do not include "Big Cities."

** Open-ended item.

TABLE 2.4: 9-Year-Olds (continued)

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly													
				Connecticut													Nation
				All Students	Sex		Region*						Size of Community				
					M	F	1	2	3	4	5	6	1	2	3	4	
III	6	7	Everyone in the United States who makes money must:	92	92	92	93	96	95	91	92	93	84	93	93	94	
		20	Everyone who lives in the United States must:	96	96	96	98	98	98	97	96	95	89	98	96	98	
III	7	18	Why is it good to have at least 2 people running in an election?	72	72	72	72	76	72	78	67	78	69	73	72	75	
		19	Who would not like a company to build a factory that will dump garbage in a river?	77	80	75	81	81	83	81	77	74	63	81	77	83	
IV	8	24	How does a man who owns a shoe store expect to make money?	52	54	49	50	54	58	55	49	47	42	55	52	54	55
		37	*Sign: Buy Now Pay Later* - Which sentence tells what the sign means?	83	83	83	81	88	86	84	79	82	79	86	83	84	89
		38	Timmy bought a toy for $1.50 and paid $1.61. The extra 11¢ was probably for:	77	77	77	74	80	76	78	75	70	78	76	77	76	83
V	9	22	A river runs through a town. The town needs:	89	89	89	93	92	91	89	87	91	81	92	88	93	
		27	If you lived in Florida, which ONE would you NOT buy?	91	90	93	95	95	96	93	90	92	80	94	90	96	
		28	Which thing could you live without on a trip across the desert?	72	70	74	73	73	78	74	71	85	59	75	71	78	
		33	*Map* - Where would you be most likely to find a city located?	22	27	18	23	23	22	21	23	27	18	20	23	24	
VI	10	15	*List of Activities* - Who usually does all of these things in our country?	58	54	61	53	64	66	54	50	69	48	57	56	64	
		35	What should Judy do if she wants to join a group to do things with her friends?	92	92	93	93	95	95	92	90	93	88	94	90	95	
VII	12	25	How are people in Japan, France, and the United States alike?	45	46	45	39	56	51	46	53	35	28	52	47	49	
		26	Mark the thing people COULD live without.	77	76	77	78	80	83	79	77	84	60	80	77	83	
		31	Which ONE of the following is an example of shelter?	82	82	82	90	87	87	80	84	84	66	83	81	91	
VII	13	16	The country that you live in will have the MOST effect on:	64	63	64	61	67	72	67	58	73	52	66	61	71	
		17	Tommy usually obeys the rules at school. He would be most likely to:	91	90	91	91	92	92	93	89	89	86	93	87	94	
VIII	14	29	What does the fact that many people do not have enough to eat in India tell us?	66	64	67	68	70	68	67	62	76	55	68	65	69	70
		30	*Graph of Debbie's Allowance* - Use the graph to decide how Debbie spent her allowance.	73	73	73	78	79	77	72	71	73	62	77	71	78	
		32	Which one of the following would be BEST to use to find out where Mexico is?	93	93	93	94	95	96	94	90	93	87	96	92	94	
		34	Bob and Tom begin to fight over their toys. What is the problem here?	87	85	89	85	90	91	89	83	85	81	90	85	89	92
		39	*Graph* - The temperature was highest in what month?	89	89	88	92	93	95	90	90	93	72	93	88	95	

TABLE 2.5

Test Item Performance of 13-Year-Old Eighth-Graders in Connecticut by Sex of Student, in Each Region, and in Each Size of Community with National (NAEP) Results Where Applicable

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly													
				Connecticut													
				All Students	Sex		Region*						Size of Community				Nation
					M	F	1	2	3	4	5	6	1	2	3	4	
I	1	3	The first written constitution in America was:	6	6	6	8	6	5	5	12	4	3	6	9	6	
		9	Which document warns other nations not to acquire more colonies in the Americas?	28	31	26	32	31	27	25	31	30	25	30	26	30	
		10	In what war did the United States fight against Japan?	57	69	46	56	62	56	59	64	43	49	62	52	59	
		11	The purpose of writing the Constitution of the United States was to:	32	34	30	30	46	31	34	38	27	20	33	33	37	
		26	What event was a factor in the westward movement in America in the 1800's?	71	78	64	73	74	74	78	74	67	53	75	69	78	
		47	What is a reason the American colonies rebelled against Great Britain?	51	55	47	51	61	51	53	52	46	40	54	50	54	44
I	2	1	Which country has had the MOST influence on the way of life in the United States?	82	81	82	84	87	82	82	84	80	74	82	81	85	71
		4	When Columbus sailed across the Atlantic, could he listen to a radio?	99	99	99	99	99	99	99	100	99	98	99	99	100	98
		8	From what people did we get the number system that we use today?	27	29	25	29	38	27	33	22	12	20	27	31	28	
		28	What change occurred in England when the Industrial Revolution began?	54	59	49	57	58	57	51	56	45	45	56	56	54	
II	3	12	Driver's licenses are issued by which level of government?	65	69	61	67	65	68	67	67	55	56	66	64	68	
		35	The Congress of the U.S. is made up of 2 parts, the House of Representatives and:	70	74	66	73	71	73	74	73	64	58	72	68	75	71
		40	Which branch of government is responsible for writing and passing laws?	55	56	55	51	54	53	62	58	60	50	52	54	60	
		41	Which branch of government is responsible for directing the carrying out of laws?	29	28	30	25	26	32	33	29	28	28	28	26	32	
		42	Which branch of government is responsible for judging if laws are constitutional?	66	63	69	64	67	67	66	68	68	62	66	62	70	
		43	Which branch of government is responsible for vetoing bills?	49	51	47	55	52	47	52	47	50	45	52	47	50	
		44	Which branch of government is responsible for approving presidential appointments?	30	33	27	30	35	28	29	26	33	29	31	28	29	
		46	When might a state have more senators than it has representatives?	28	30	25	25	36	25	31	25	38	21	31	26	29	

* Regions do not include "Big Cities."

** Open-ended item. Mastery criteria: Item #21 - 2 of 2 correct.

TABLE 2.5: 13-Year-Olds (continued)

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly													
				Connecticut													
				All Students	Sex		Region*						Size of Community				Nation
					M	F	1	2	3	4	5	6	1	2	3	4	
II	4	6	A society where citizens can help make decisions on political issues is a(n):	77	79	75	81	85	75	80	80	72	68	79	78	79	
		16	The principle that the majority should rule is based on all the following ideas EXCEPT:	39	35	43	49	43	40	41	42	25	30	44	37	42	
		20	*Statements of 4 speakers* - which speaker probably lives in a dictatorship?	37	41	33	42	46	38	37	41	29	24	37	37	43	
		29	Education for the children is a characteristic of:	55	52	57	53	60	55	51	55	51	53	56	55	54	
		30	Opposition to the leadership in power, publicly expressed, is characteristic of:	52	52	51	54	51	54	52	55	45	47	53	52	53	
II	11	19	What is the main purpose of the United Nations?	64	67	61	67	71	66	68	61	63	51	67	63	68	63
		31	In which situation would the 2 neighboring countries be likely to work together?	87	87	86	91	91	87	88	90	82	78	88	86	91	
		34	Choose most difficult aspect of immigration problem for country described.	39	38	39	35	43	40	41	38	35	33	38	39	42	
		36	Choose the BEST first step toward solving a problem involving dissatisfied neighbors.	91	88	93	95	93	91	90	93	89	84	92	90	93	
		38	Choose democratic solution to problem of 2 different groups living on an island.	79	76	82	83	80	82	82	82	71	69	82	80	81	78
III	5	23	In a court who must make sure the trial is fair and run according to the rules?	80	82	78	77	83	80	79	86	75	73	80	78	83	
		24	Law says police cannot search a house without a judge's permission. Why?	92	93	92	96	94	95	93	93	89	84	93	94	95	92
		39	Group of people shout to drown out speaker in a city park. They should realize that:	74	73	74	80	80	74	76	78	71	58	75	73	80	
		45	"All men are created equal." What is the best meaning of this sentence?	88	88	89	91	91	91	90	89	87	79	90	87	92	
		56	Which right is provided for each citizen in the United States Constitution?	63	66	60	79	76	69	72	71	69	12	69	70	76	74
III	6	13	Of the following, the most basic duty of a citizen is to:	81	80	82	81	84	82	83	82	73	75	85	79	82	
		17	Serving on a jury is:	55	61	49	54	58	55	59	52	59	49	58	53	57	
III	7	14	Sometimes civil disobedience is a useful method for bringing change because it:	50	51	49	55	55	49	53	51	40	44	52	50	52	
		18	Why do we usually have at least 2 candidates for each office in an election?	86	86	86	90	91	86	88	87	79	77	88	87	88	83
		21**	What are the 2 largest political parties in the United States?	71	72	69	81	79	68	75	73	58	59	76	65	76	69
		22**	Name another political party in the United States.	5	6	4	5	5	3	10	1	4	7	5	3	5	12
IV	8	37	*Sign: Buy Now Pay Later* - Which sentence tells what the sign means?	91	91	91	93	91	90	94	93	81	89	92	90	92	
		48	Specialization and division of labor result in:	34	35	34	35	43	33	34	36	29	27	36	34	36	
		49	Of a list of purchases, which is in the group of consumer vs. producer goods?	62	60	63	61	68	63	63	68	51	50	63	63	65	57

TABLE 2.5: 13-Year-Olds (continued)

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly													
				Connecticut													Nation
				All Students	Sex		Region*						Size of Community				
					M	F	1	2	3	4	5	6	1	2	3	4	
IV	8	50	The largest business in your community makes cars. This tells you the company:	22	26	19	22	27	21	24	27	18	16	22	20	27	
		52	What happens when an item which many people want to purchase becomes scarce?	79	78	79	84	83	78	83	85	75	64	80	78	85	
		61	"The country is rich in natural resources." United States, Soviet Union, or both?	66	71	61	71	67	64	66	66	69	62	64	67	67	68
		62	"Industry is based on government ownership and control." U.S., Soviet Union, or both?	42	47	38	45	48	44	41	44	41	32	41	45	46	36
V	9	5	Why did early settlers on the Great Plains build houses made of sod?	71	71	72	71	71	72	73	77	75	63	74	70	74	
		33	*Map* - Where would you be most likely to find a city located?	51	59	44	56	60	56	51	52	41	33	51	50	60	
		51	Which change is LEAST likely if water is taken from a river and sent to a desert?	43	44	43	46	45	43	47	47	41	35	42	44	48	
		65	Choose evidence man has changed physical environment in major way in Swiss valley.	42	45	40	49	43	42	47	44	39	35	42	40	48	
VI	10	15	*List of Activities* - Who usually does all of these things in our country?	83	80	85	85	84	85	84	84	79	74	84	83	85	
		27	Choose functions of a family settling in Connecticut during the 1640's.	79	78	80	81	85	78	81	84	75	68	83	78	82	
		54	Choose the ONE group represented by the statement, "I am a Democrat."	60	60	61	67	65	60	62	64	49	53	60	61	64	
		66	A social condition likely to result from an improved transportation system is:	55	53	58	57	60	58	52	60	45	49	55	57	57	
VII	12	7	Which ONE of the following would you NOT be likely to find in every culture?	60	60	60	64	66	65	57	61	57	47	59	62	65	
		25	How are people in Japan, France, and the United States alike?	61	61	60	64	66	64	61	61	56	49	62	62	64	
		32	Most people in cultures throughout the world have a major form of:	73	77	69	74	79	73	74	72	64	69	76	73	72	
VII	13	2	Believing that our country is BEST is an example of:	31	28	34	34	38	30	30	41	24	21	32	29	36	
		53	Because of changing roles for men and women in the U.S., there have been:	80	77	83	86	85	82	80	85	69	70	82	81	82	
		57	*Description of Remote Tribe* - What seems to be a basic belief of this tribe?	77	75	79	78	80	79	78	82	74	68	78	80	79	
		60	Which of these MOST influences what people think their sex roles should be?	42	39	45	40	44	44	45	45	40	35	43	42	45	
VIII	14	55	Choose best source to find recent magazine article on Marie Bancroft Weaver.	29	29	29	30	29	32	27	25	24	29	26	27	31	32
		58	*Statement by Mr. Jones* - Choose statement which tells what Mr. Jones suggests.	51	48	54	52	56	50	58	57	39	42	54	53	52	53
		59	*2 Statements* - What is a logical conclusion to these 2 statements?	59	59	59	64	64	58	60	67	53	47	61	57	64	47
		63	Choose BEST library card to help find out how Lincoln and the South interacted.	77	74	80	80	80	81	79	87	63	63	80	79	81	78
		64	*Graph* - The average price of apples was highest in which month?	91	92	90	95	93	94	94	93	80	81	94	92	92	93

TABLE 2.6

Test Item Performance of 17-Year-Old Eleventh-Graders in Connecticut by Sex of Student, in Each Region, and in Each Size of Community with National (NAEP) Results Where Applicable

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly														
				Connecticut														
				All Students	Sex		Region*						Size of Community				Nation
					M	F	1	2	3	4	5	6	1	2	3	4	
I	1	3	The first written constitution in America was:	6	5	6	6	4	6	9	3	3	5	6	7	5	
		4	The 1954 Supreme Court ruling against segregated school systems was based on:	51	52	49	48	66	51	47	49	39	50	50	49	53	
		9	Which document warns other nations not to acquire more colonies in the Americas?	67	67	67	68	72	71	65	59	84	55	67	69	70	
		10	In what war did the United States fight against Japan?	69	80	58	70	78	69	73	65	76	57	73	71	70	
		11	The purpose of writing the Constitution of the United States was to:	60	61	59	59	74	64	58	60	60	44	61	63	64	
		24	Which pair of situations contains 2 problems that are directly related?	64	64	65	66	76	66	63	69	59	47	69	63	68	
		26	What event was a factor in the westward movement in America in the 1800's?	82	88	77	82	86	86	81	86	87	68	83	82	87	
		47	What is a reason the American colonies rebelled against Great Britain?	64	68	60	66	73	67	58	62	68	54	65	63	67	59
I	2	1	Which country has had the MOST influence on the way of life of the United States?	87	87	87	88	93	88	87	87	85	80	87	86	90	78
		8	From what people did we get the number system that we use today?	31	32	29	22	38	32	36	27	33	23	34	33	29	
		28	What change occurred in England when the Industrial Revolution began?	73	77	68	61	75	73	72	77	77	69	75	75	72	
		45	The Declaration of Independence has best aided other nations in that:	36	35	37	35	43	39	32	34	35	31	40	33	37	
		53	The Greek civilization influenced American culture most in the area of:	73	73	72	70	74	73	75	73	82	66	71	74	75	
II	3	12	Driver's licenses are issued by which level of government?	88	91	85	87	90	91	90	86	84	80	90	87	90	
		25	% *of Popular Votes in Presidential Election* - Electoral vote equivalent?	38	43	33	41	45	40	37	35	31	30	41	38	39	26
		40	Which branch of government is responsible for writing and passing laws?	74	77	72	76	81	77	73	80	70	62	78	74	77	71
		41	Which branch of government is responsible for directing the carrying out of laws?	36	38	35	36	42	39	35	36	31	32	39	37	36	35
		42	Which branch of government is responsible for judging if laws are constitutional?	71	73	69	68	79	74	69	68	72	63	74	68	73	70
		43	Which branch of government is responsible for vetoing bills?	70	73	67	70	77	73	70	73	67	58	75	69	72	63

* Regions do not include "Big Cities."

** Open-ended item. Mastery criteria: Item #21 = 2 of 2 correct.

TABLE 2.6: 17-Year-Olds (continued)

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly													
				Connecticut													Nation
				All Students	Sex		Region*						Size of Community				
					M	F	1	2	3	4	5	6	1	2	3	4	
II	3	44	Which branch of government is responsible for approving presidential appointments?	48	53	42	39	55	53	41	48	48	44	48	47	49	45
		46	When might a state have more senators than it has representatives?	46	51	40	42	59	51	41	46	41	33	50	44	49	37
II	4	6	One disadvantage of a constitutional form of government as compared to others is:	59	58	59	63	67	60	56	56	60	50	63	55	61	
		16	The principle that the majority should rule is based on all the following ideas EXCEPT:	55	55	55	53	62	54	59	55	59	44	57	53	59	
		20	*Statements of 4 Speakers* - Which speaker probably lives in a dictatorship?	64	69	59	63	72	68	67	65	65	46	71	64	66	
		29	Education for the children is a characteristic of:	60	58	62	61	69	60	58	61	60	57	61	57	64	
		30	Opposition to the leadership in power, publicly expressed, is characteristic of:	67	70	63	65	75	72	63	62	62	59	71	65	67	
		50	The main difference between the press in a democracy and a dictatorship is that:	81	83	78	85	88	84	79	80	81	67	84	81	84	
II	11	19	What is the main purpose of the United Nations?	83	83	82	84	88	84	81	84	80	77	84	83	84	84
		31	In which situation would the 2 neighboring countries be likely to work together?	95	95	96	95	98	97	96	96	97	89	96	95	98	
		34	Choose most difficult aspect of immigration problem for country described?	55	54	57	54	62	58	57	53	51	46	58	53	59	
		36	Choose the BEST first step toward solving a problem involving dissatisfied neighbors.	94	93	95	95	95	94	95	95	97	89	93	95	95	
		66	All of the following could help solve the world hunger problem EXCEPT:	53	57	48	49	60	58	49	56	53	39	54	51	58	
III	5	23	In a court, who must make sure the trial is fair and run according to the rules?	91	92	90	90	95	92	93	92	89	84	93	92	92	
		37	Segregation has all of these social consequences EXCEPT that it:	51	50	52	55	59	54	51	53	44	38	55	50	54	
		38	An accused terrorist refuses to testify on grounds of self-incrimination. Must he?	57	62	52	50	70	59	60	57	53	47	65	57	56	49
		39	Group of people shout to drown out speaker in a city park. They should realize that:	91	89	92	93	91	93	91	93	94	80	92	91	94	
		63	Why did Supreme Court rule it unconstitutional to require prayer in public schools?	54	56	52	51	66	61	52	47	47	43	57	56	55	49
III	6	13	Of the following, the most basic duty of a citizen is to:	93	93	94	93	94	95	93	89	97	89	95	94	92	
		17	Serving on a jury is:	68	70	65	64	74	66	73	71	70	58	70	65	72	
III	7	14	Sometimes civil disobedience is a useful method for bringing change because it:	71	73	70	71	80	76	71	67	69	58	78	70	72	
		18	Why do we usually have at least 2 candidates for each office in an election?	94	95	93	93	96	96	93	93	96	88	95	95	94	92
		21**	What are the 2 largest political parties in the United States?	93	93	93	94	95	96	94	93	93	79	95	94	95	87
		22**	Name another political party in the United States.	24	27	22	20	36	24	33	19	11	19	29	21	25	43
		35	TV stations reluctant to air controversial editorials are probably concerned about:	53	56	50	49	64	56	54	53	45	43	61	51	54	

TABLE 2.6: 17-Year-Olds (continued)

Goal Number	Objective Number	Question Number	Description of Item	Percentage of Students Answering Correctly														
				Connecticut														Nation
				All Students	Sex		Region*						Size of Community					
					M	F	1	2	3	4	5	6	1	2	3	4		
IV	8	48	Specialization and division of labor result in:	53	54	52	59	57	57	52	54	49	40	54	52	59		
		49	Of a list of purchases, which is in the group of consumer vs. producer goods?	79	80	77	78	81	84	80	75	75	69	81	80	80		81
		52	What happens when an item which many people want to purchase becomes scarce?	92	91	92	92	97	93	92	95	94	80	94	93	94		
		61	"The country is rich in natural resources." U.S., Soviet Union or both?	71	75	67	74	75	72	70	76	78	58	71	72	76		70
		62	"Industry is based on government ownership and control." U.S., Soviet Union or both?	73	77	68	76	82	73	75	76	73	55	77	72	77		75
V	9	5	Why did early settlers on the Great Plains build houses made of sod?	83	85	82	86	84	84	87	86	84	73	85	85	85		
		33	*Map* - Where would you be most likely to find a city located?	64	70	58	61	71	71	58	69	73	42	65	66	70		
		51	Which change is LEAST likely if water is taken from a river and sent to a desert?	36	33	39	32	27	35	40	38	40	42	33	38	35		
VI	10	15	*List of Activities* - Who usually does all of these things in our country?	91	89	92	94	95	92	91	91	91	82	93	92	92		
		27	Choose functions of a family settling in Connecticut during the 1640's.	87	88	86	87	88	88	90	86	93	81	90	85	89		
		54	Choose the ONE group represented by the statement, "I am a Democrat."	75	75	74	71	86	79	73	72	78	62	76	74	78		
VII	12	7	Which ONE of the following would you NOT be likely to find in every culture?	71	71	71	75	79	74	73	71	62	55	75	69	75		
		32	Most people in cultures throughout the world have a major form of:	84	87	81	88	90	85	81	85	81	78	85	82	88		
VII	13	2	Believing that our country is BEST is an example of:	55	51	59	58	65	56	58	54	60	38	59	53	62		
		56	A Soviet citizen might believe that poverty in the U.S. is the result of:	44	46	42	45	54	46	45	38	31	34	49	39	47		
		60	Which of these MOST influences what people think their sex roles should be?	57	52	61	60	64	61	54	58	51	42	59	54	63		
		65	Which ONE of the following statements BEST states the relationship?	34	35	33	37	35	34	31	36	34	32	37	32	34		
VIII	14	55	Choose best source to find recent magazine article on Marie Bancroft Weaver.	50	49	51	49	61	55	48	49	51	33	55	47	55		51
		57	*Statements of 4 Speakers* - Which speaker bases his opinion on facts, not feelings?	83	81	85	85	86	82	82	84	89	76	84	83	85		90
		58	*Statement by Mr. Jones* - Choose statement which tells what Mr. Jones suggests.	75	73	76	73	82	78	74	74	75	62	78	76	76		83
		59	*2 Statements* - What is a logical conclusion to these 2 statements?	77	77	77	81	88	80	75	81	72	57	81	77	80		86
		64	*Graph* - The average price of apples was highest in which month?	96	96	96	98	96	97	97	96	97	93	97	96	97		97

TABLE 2.7

Comparing Performance of Connecticut Age/Grade Levels

Question Number	Percentage of Students Answering Correctly			Question Number	Percentage of Students Answering Correctly		
	Age 9	Age 13	Age 17		Age 9	Age 13	Age 17
1	53	82	87	36		91	94
2		31	55	37	83	91	
3		6	6				
4	97	99		39		74	91
5		71	83	40		55	74
				41		29	36
7		60	71	42		66	71
8		27	31	43		49	70
9		28	67	44		30	48
10		57	69				
11		32	60	46		28	46
12*	25	65	88	47		51	64
13		81	93	48		34	53
14		50	71	49		62	79
15	58	83	91				
16		39	55	51*		43	36
17		55	68	52		79	92
18*	72	86	94				
19		64	83	54		60	75
20		37	64	55		29	50
21		71	93				
22		5	13				
23	72	80	91	58		51	75
				59		59	77
25	45	61		60		42	57
26*		71	82	61		66	71
27		79	87	62		42	73
28		54	73				
29		55	60	64		91	96
30		52	67				
31		87	95				
32		73	84				
33	22	51	64				
34		39	55				

* Items slightly different at one or more age levels

CHAPTER 3

Comparing the Achievement of Connecticut Reporting Groups

Introduction

The purpose of this chapter is to relate student achievement to selected student and school characteristics defined by responses to the student and principal questionnaires. In addition, two reporting variables used for stratification purposes (size of community and region) are related to achievement.

In the case of student questionnaire variables, students were allocated to groups based upon their responses to each question, and the average achievement was computed for each respective group. For the principal questionnaire variables, students were again grouped, but in this case in terms of the responses of their respective principals; again, the average achievement for each student group was computed.

Achievement for each reporting group at each grade level is defined in two ways—by total test score and objective. The text of this chapter describes results only in terms of total test score, that is, the most reliable aggregated measure. Further, the text of this chapter will highlight the achievement results of those reporting groups selected by the Connecticut Advisory Committee as the most policy relevant or educationally meaningful. Total test achievement, the percentage of all items on the test answered correctly by students in a given group, is described in Table 3.1 (by Region), Table 3.2 (by Size of Community), and Table 3.3 (by additional reporting variables).

For the interested reader, the breakdown of achievement by objective for *all* reporting groups is presented in Appendix E. These results will not be discussed here. The statistics presented in Appendix E for each dependent variable (measure) are defined as follows: (1) the P-VALUE for each reporting group is the estimated percentage of students in the reporting group answering correctly; (2) the SE OF P-VALUE is the standard error of measurement for the reporting group; (3) the GROUP EFFECT is the difference between the state p-value and that for the reporting group; (4) the SE OF EFFECT is the standard error of measurement of the group effect; (5) the RATIO OF 3 TO 4 is the ratio of the GROUP EFFECT to the SE OF EFFECT (a test of statistical significance); (6) an asterisk (*) means that the GROUP EFFECT is significant at the 95% confidence level; and (7) the SAMPLE SIZE is the actual number of students tested in the reporting group.

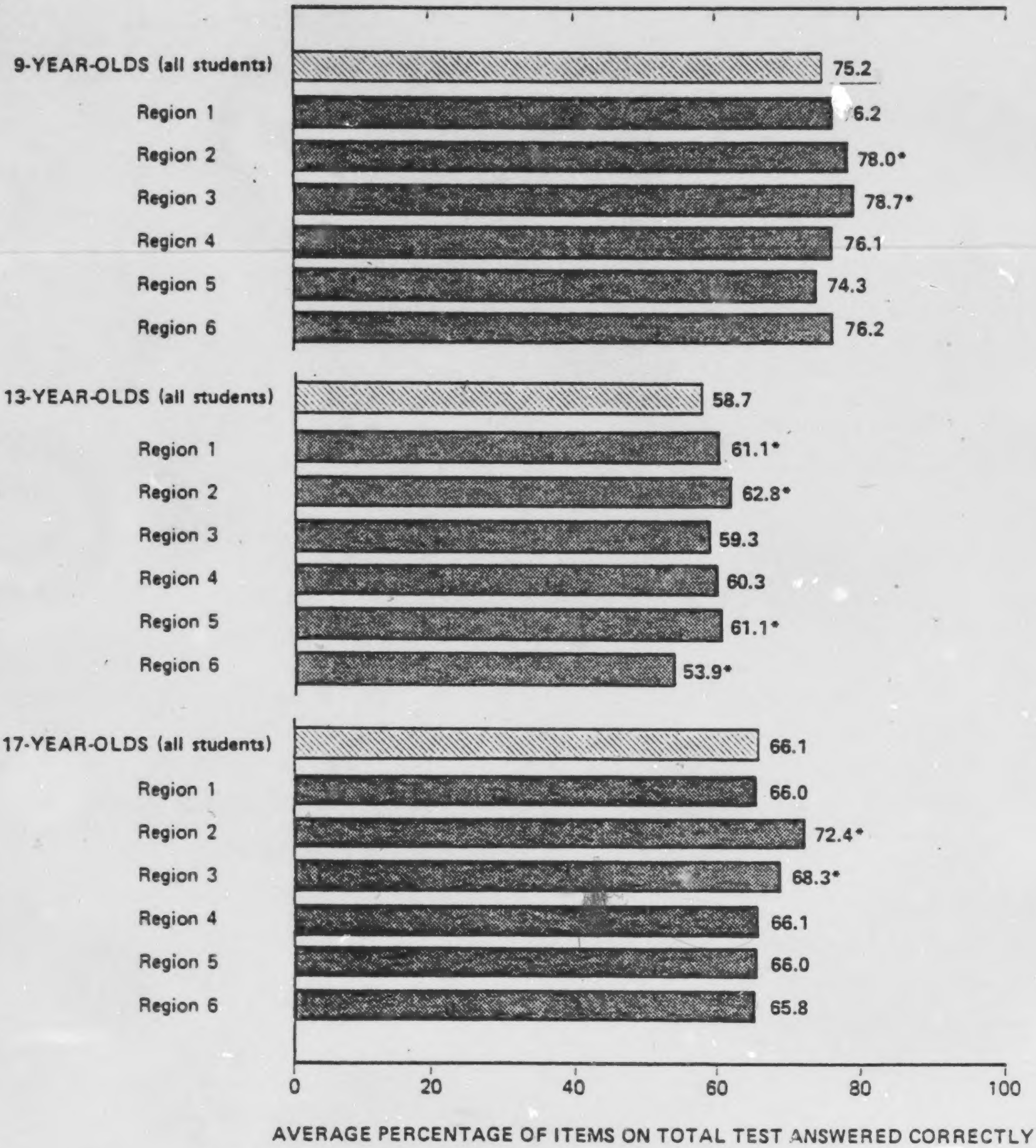
Achievement of primary reporting groups (those defined by sex of student, size of community, and region) on *each test item* was presented earlier in Tables 2.4 through 2.6.

Interpretive Issues

The reader should exercise caution in interpreting group differences which proved to be statistically significant. Sample size and variability of scores within a group determines to a large extent, whether or not a

TABLE 3.1

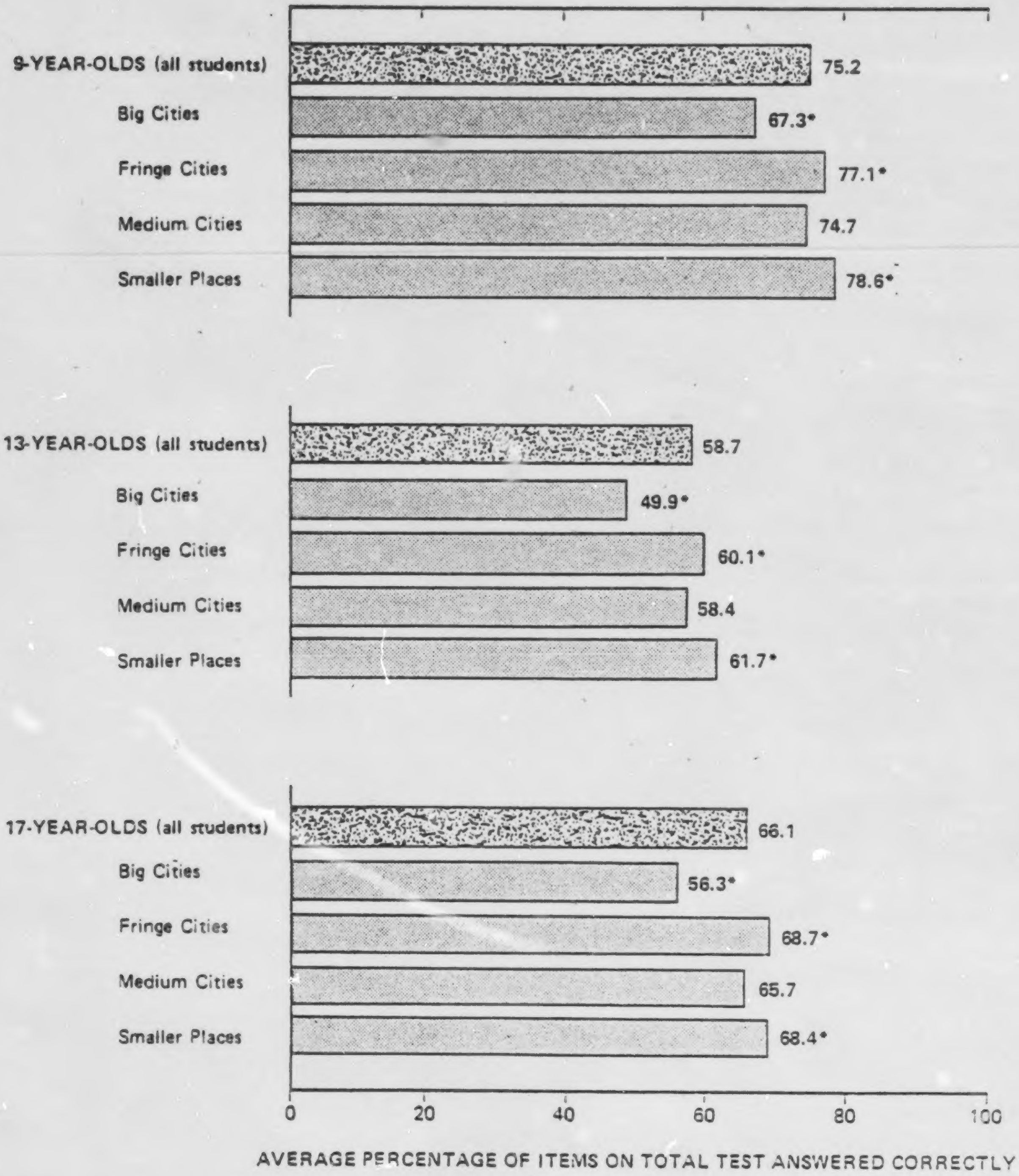
Achievement on Total Test by Region*



NOTES: (1) Results for all students include Big Cities. Results by region do not include Big Cities because the scores of Big-City students tend to differ from those of students in their respective regions, according to information from previous assessments in Connecticut. (2) Comparisons should be made within, not between, age groups since the test was different at each age level. (3) Asterisk represents statistically significant difference between region and statewide average.

TABLE 3.2

Achievement of Total Test by Size of Community



NOTES: (1) Comparisons should be made within, not between, age groups since the test was different at each age level. (2) Asterisk represents statistically significant difference between size of community and statewide average.

TABLE 3.3

Achievement of Connecticut Reporting Groups

Variable/Response	Average Percentage of Items on Total Test Answered Correctly		
	9-Year-Olds	13-Year-Olds	17-Year-Olds
ALL STUDENTS	*75*	*59*	*66*
Students Are Children of**			
Mostly upper-income parents	80*	64*	75*
Mostly middle-income parents	79*	62*	68*
Mostly lower-income parents	69*	51*	60*
A range of income backgrounds	77*	58*	65
Sex of Student			
Male	75	60*	68*
Female	75	58*	65*
Language Other Than English Spoken at Home			
Yes	70*	55*	62*
No	76*	59*	67*
Hours Per Day Spent Watching TV			
Less than 1 hour	73	63*	70*
Between 1 and 2 hours	77*	60*	68*
Between 2 and 3 hours	77*	60*	65*
More than 3 hours	74*	56*	60*
Talk with Parents About School			
Almost every day	78*	61*	69*
Once in a while	74*	56*	64*
Almost never	70*	56*	63*

* Represents statistically significant difference between group and statewide average

** This question appeared on principal questionnaire. All others appeared on student questionnaire.

TABLE 3.3 (continued)

Variable/Response	Average Percentage of Items on Total Test Answered Correctly		
	9-Year-Olds	13-Year-Olds	17-Year-Olds
Hours Per Week Spent Reading for Pleasure			
Less than 1 hour	71*	53*	61*
Between 1 and 3 hours	76	58*	66
Between 3 and 5 hours	77*	62*	69*
Between 5 and 10 hours	78*	65*	72*
More than 10 hours	78*	68*	74*
How Do You Like Your School?			
I hate it	69*	53*	61*
I don't like it very much	75	57	64*
It's O.K.	76	57*	64*
I like it pretty much	79*	61*	69*
I like it a lot	74*	60	70*

specific difference is significant. The identical magnitude of difference for two different reporting groups, for example, may be statistically significant in one case and not in the other depending on the respective sample sizes and variability in scores. Even differences which are statistically significant may be too small to be educationally meaningful. Therefore, the size of the differences in terms of average percentage of items answered correctly (i.e., the magnitude of difference between scores) should be considered for interpretive purposes. The reader is cautioned to use educational meaningfulness rather than statistical significance as the basis for interpretation. Also, the reader should note that observance of differences between groups on achievement does not permit the inference of causal connections in the data. The differences or relationship may in fact be *caused* by other, perhaps unknown, variables.

Summary of Results

Region of the state. At all age levels there tended to be only small differences between statewide achievement and achievement in various regions. The highest performance relative to the respective state average was found for 9-year-olds in Region 3 (3%* above the state) and 13- and 17-year-olds in Region 2, (4% and 6% above their respective state averages). The only case in which a low score relative to the state average was statistically significant was among 13-year-olds in

---

*The "%" symbol will hereinafter be used to refer to "percentage *points*."

Region 6 who scored 5% below the state. The reader is reminded that "Big Cities" were *not included* in their respective regions.

Size of community. Results by size of community were very similar across all three age levels; "Big City" students performed up to 10% below the state average. Students in "Smaller Places" performed slightly above the state average as did students in "Fringe Cities." Students in "Medium-sized Cities" performed slightly below students in "Fringe Cities" and "Smaller Places" and about equally with the statewide average.

Socioeconomic status. At all age levels, performance tended to increase as socioeconomic status increased. Schools in which "most" students are from "upper" or "middle income" homes showed average performance from 2% to 9% above the state, whereas those in which "most" students are from "lower income" homes performed from 6% to 8% below the state.

Sex of student. Both 13- and 17-year-old males performed slightly better than females, but 9-year-old males and females performed equally well.

Bilingualism. Students at all age levels who speak a language other than English at home performed from 4% to 5% below their respective state averages.

Television watching. For 13- and 17-year-olds test performance increased as the number of hours of television watched per day decreased. Those that watch over three hours per day performed from 3% to 6% below the state, and those that watch less than one hour per day performed 4% above the state. Differences were less pronounced at the 9-year-old level.

Talking with parents. At all age levels, students who talk with their parents about school "almost every day" performed better than the state by up to 3%, whereas those who talk "once in a while" or "almost never" performed up to 5% below the state. This trend was most pronounced among 9-year-olds.

Reading for pleasure. At each age level, student performance increased as the number of hours they spend reading for pleasure increased. Students who read for pleasure less than one hour per week performed up to 6% below the state, whereas those who read more than 10 hours per week performed up to 9% above the state. These trends were more pronounced for 13- and 17-year-olds than for 9-year-olds.

Attitude towards school. Students who like school tended to perform better than those who do not. Students at each age level who reported that they "hated" school performed up to 6% below the state, whereas those who reported liking it "pretty much" performed up to 4% above the state.

CHAPTER 4

Comparing Connecticut with the Nation and the Northeast Region

Introduction

This chapter compares the performance of Connecticut 9-, 13-, and 17-year-old students to the performance of students in the nation and Northeast region of the United States tested by the National Assessment of Educational Progress (NAEP). The Northeast region, as defined by NAEP, included Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Washington, D.C., Pennsylvania, Delaware, and Maryland.

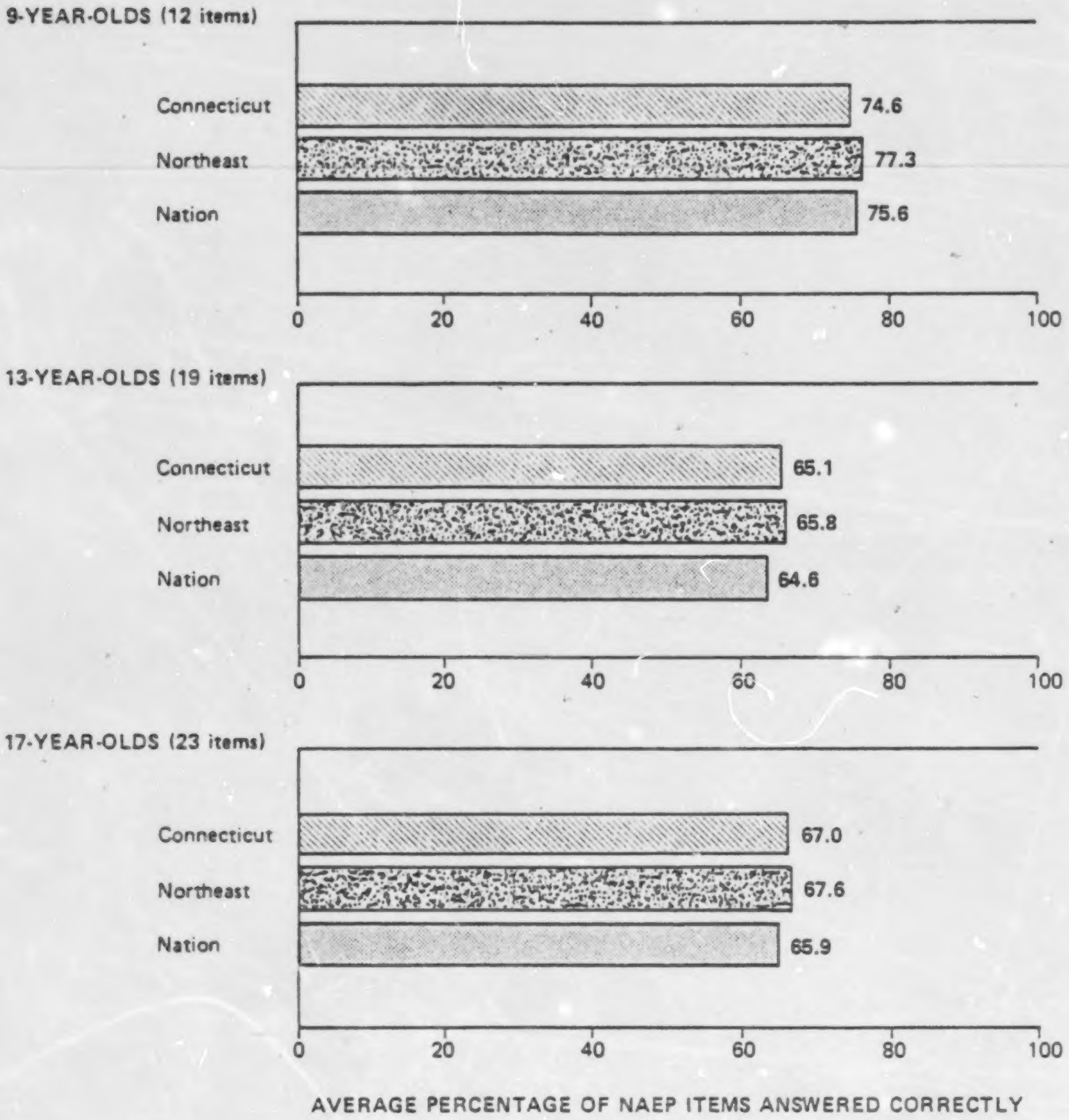
Comparative results are available only for those items used on the tests that were developed and tested by NAEP and administered *without* modification in CAEP at the same age level. There were 12 NAEP items for 9-year-olds, 19 items for 13-year-olds and 23 items for 17-year-olds that were used in identical form on the CAEP tests.

Table 4.1 displays the average percentage of *all* of the appropriate NAEP items on the test answered correctly by a given age group tested in Connecticut and by their respective counterparts in the nation and Northeast.

Performance comparisons on *individual items* were presented earlier in Chapter 2 in Tables 2.4 through 2.6 for each age group, and will not be discussed here. However, a summary of performance on individual items is presented in Table 4.2 and will be discussed along with the results for

TABLE 4.1

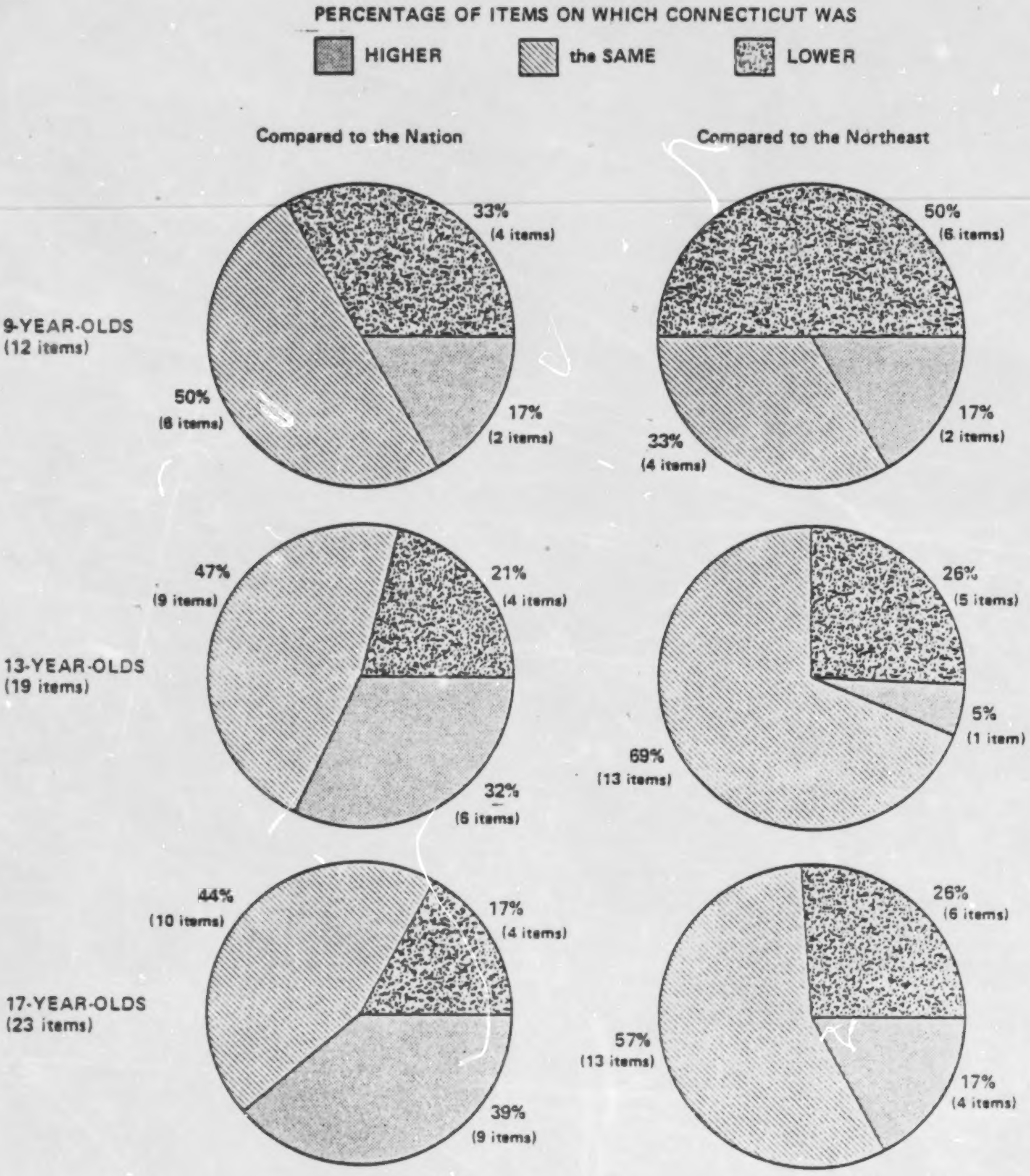
Comparing Connecticut, the Northeast and the Nation on NAEP Items



NOTE: Comparisons should be made within, not between, age groups since the test was different at each age level.

TABLE 4.2

Comparing Connecticut, the Nation, and the Northeast on Individual NAEP Items for 9-, 13-, and 17-Year-Olds



each age level. Table 4.2 displays the percentage of CAEP/NAEP items on which Connecticut students scored higher or lower, to significant degrees, than their national and Northeast counterparts. For those items on which scores were not significantly different, performance is described as "the same."

Interpretive Issues

There are certain differences between CAEP testing and NAEP testing that bear on the interpretation of results. First, no paced audiotapes were used for test administration in Connecticut; NAEP uses paced audiotapes for test directions and for every test item. Second, Connecticut tested age-eligible groups of students in the *target grade* only. Thus, while *all* students tested by CAEP were *age-eligible* according to NAEP guidelines, 9-year-olds were drawn from the fourth grade *only*, 13-year-olds were drawn from the eighth grade *only*, and 17-year-olds were drawn from the eleventh grade *only*. NAEP sampled students solely on the basis of age-eligibility, regardless of the grade in which the students were enrolled. The reader should exercise caution when drawing inferences from the comparative results, bearing in mind these differences in the CAEP and NAEP designs.

Summary of Results

Achievement of 9-year-olds. As shown in Figure 4.1, Connecticut 9-year-olds, on the average, performed about the same as or slightly lower than their counterparts in the nation and Northeast region across the total of 12 comparison items.

Differences did not exceed 3% when comparing Connecticut to the Northeast region and 1% when comparing Connecticut to the nation. Examining the results in a different way, it may be seen in Figure 4.2 that Connecticut 9-year-olds scored significantly higher than the nation and Northeast on only two of the 12 items; they scored significantly lower than the nation on four items and significantly lower than the Northeast region on six items.

Achievement of 13-year-olds. Figure 4.1 reveals that, averaged across all 19 items, Connecticut 13-year-olds performed about the same as students in the nation and Northeast region. Differences did not exceed 1%. Figure 4.2 reveals that, in comparison to the nation, Connecticut students scored significantly higher on six of the 19 items and significantly lower on four items. Compared to the Northeast region, Connecticut students scored significantly higher on only one item and significantly lower on five items.

Achievement of 17-year-olds. On the average, across the 23 comparison items, Connecticut students performed about the same as their counterparts in the nation and Northeast region. Table 4.1 reveals that differences were approximately 1% or less between the achievement level of Connecticut students and those in the nation and Northeast. As compared to the national group, Connecticut students scored significantly higher on nine of the 23 items, and significantly lower on four items (see Table 4.2). As compared to the Northeast, Connecticut 17-year-olds scored significantly higher on four of the 23 items and significantly lower on six items.

CHAPTER 5

Results of the Student Questionnaire

Introduction

This chapter presents the results of the student questionnaire items administered to students at all age levels. The student questionnaire information was considered important in characterizing the attitudes and activities of Connecticut students.

A total of 11 questions were included on the questionnaire administered to 9-year-olds, and 15 on that administered to 13- and 17-year-olds. Copies of these questionnaires can be found in Appendix B. Tables 5.1 through 5.3 present the percentage of students at each age level, respectively, selecting each alternative to each question. These data are reported for all students and for students in each region and size of community. The following narrative highlights the most interesting and policy-relevant of these results. The reader interested in responses to other items, or in differences between regions or sizes of community may obtain these findings from the tables.

Summary of Results

Bilingualism. Approximately 11% of the 9-year-olds, 12% of the 13-year-olds and 9% of the 17-year-olds reported speaking a language other than English in their homes.

TABLE 5.1

Crosstabulations of Student Questionnaire Results (9-Year-Old) by Size of Community and Region, Reported in Percentages

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Cities	1	2	3	4	5	6
SEX											
Male	46.7	44.0	47.0	46.7	47.3	53.3	48.7	44.9	50.9	41.0	48.6
Female	53.3	56.0	52.3	53.3	52.7	46.7	51.3	55.1	49.1	59.0	51.4
LANGUAGE OTHER THAN ENGLISH											
Yes	10.5	16.1	9.9	9.1	8.9	8.1	10.5	11.9	6.7	7.4	6.8
No	89.5	83.9	90.1	90.9	91.1	91.9	89.5	88.1	93.3	92.6	93.2
HOURS PER DAY WATCHING TV											
Less than 1 hour	5.6	6.2	4.2	6.2	5.8	9.2	5.1	3.6	5.1	6.1	10.8
Between 1 and 2 hours	23.4	19.1	22.6	20.2	28.6	24.3	23.3	22.6	20.1	29.9	39.2
Between 2 and 3 hours	27.0	24.0	27.5	26.0	28.9	24.7	28.3	30.2	26.6	27.6	18.9
More than 3 hours	44.0	50.7	45.7	47.5	36.7	41.7	43.3	43.6	48.2	36.4	31.1
TALK WITH PARENTS ABOUT SCHOOL											
Almost every day	43.4	36.7	44.3	47.1	43.6	40.0	48.8	44.9	42.4	47.3	44.6
Once in a while	48.9	55.0	49.0	45.1	48.4	53.2	45.9	45.3	51.7	44.8	47.3
Almost never	7.7	8.3	6.7	7.7	8.0	6.8	5.2	9.8	5.9	7.9	8.1
READING FOR PLEASURE PER WEEK											
Less than 1 hour	27.6	31.5	24.0	32.3	24.5	30.8	24.3	28.7	23.8	26.4	27.0
Between 1 and 3 hours	31.6	25.0	33.3	33.6	32.4	24.6	36.9	33.8	32.6	35.4	27.0
Between 3 and 5 hours	17.9	16.7	20.4	14.5	19.5	18.3	16.2	18.8	17.8	18.5	21.6
Between 5 and 10 hours	12.7	14.4	11.5	10.8	14.1	10.7	14.1	9.3	13.8	10.2	13.5
More than 10 hours	10.1	12.4	10.7	8.8	9.5	7.6	8.6	9.3	12.0	9.5	10.8

TABLE 5.1: 9-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
FEEL ABOUT SCHOOL											
I hate it.	6.3	7.4	10.0	5.9	3.7	4.9	9.3	5.1	8.5	3.9	1.4
I don't like it.	6.2	6.4	7.2	5.1	6.4	5.9	8.2	5.4	7.0	6.0	2.7
It's O.K.	39.0	33.7	36.8	40.3	42.2	34.7	41.0	38.9	42.1	41.8	43.2
I like it.	19.8	13.5	22.4	19.8	21.3	19.9	22.8	24.5	18.5	17.3	18.9
I like it a lot.	28.6	39.1	23.5	28.9	26.5	34.5	18.7	26.1	23.9	30.9	33.8
FEEL ABOUT SOCIAL STUDIES											
My least favorite	15.4	15.5	17.0	15.4	14.2	16.2	13.6	17.1	14.5	16.5	8.1
Not a favorite	37.7	30.0	41.8	35.8	40.5	39.2	35.6	43.4	41.4	35.5	31.1
A favorite	36.2	33.8	34.2	38.0	37.3	37.5	39.2	33.4	35.0	38.2	50.0
My most favorite	10.7	20.7	6.9	10.8	8.0	7.2	11.6	6.1	9.1	9.9	10.8
CHOICE IN WHAT I STUDY IN SOCIAL STUDIES											
Yes	21.5	27.4	19.9	19.5	21.2	24.3	13.9	18.9	22.9	24.7	19.7
No	78.5	72.6	80.1	80.5	78.8	75.7	86.1	81.1	77.1	75.3	80.3
SOCIAL STUDIES CLASS INTERESTING											
Yes	84.1	87.6	77.4	84.9	86.1	81.3	85.6	81.2	82.9	85.3	90.3
No	15.9	12.4	22.6	15.1	13.9	18.7	14.4	18.8	17.1	14.7	9.7
VARIETY OF SOCIAL STUDIES ACTIVITIES											
Yes	87.8	91.1	82.3	86.7	90.8	93.7	88.6	87.7	78.9	92.0	83.1
No	12.2	8.9	17.7	13.3	9.2	6.3	11.4	12.3	21.1	8.0	16.9

TABLE 5.1: 9-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
SOCIAL STUDIES HOMEWORK/ ASSIGNMENTS MEANINGFUL											
Yes	46.7	63.5	41.2	40.8	45.8	46.8	43.0	45.1	37.2	40.8	56.2
No	53.3	36.5	58.8	59.2	54.2	53.2	57.0	54.9	62.8	59.2	43.8
TEACHERS RESPECT AND ENCOURAGE OPINIONS											
Often	36.9	39.5	37.2	32.2	38.9	38.5	33.7	37.0	37.2	33.5	41.9
Sometimes	51.0	50.4	48.1	54.9	50.4	49.1	49.3	49.6	51.4	58.7	48.6
Rarely	12.0	10.1	14.6	12.9	10.7	12.5	16.9	13.4	11.4	7.8	9.5

TABLE 5.2

Crosstabulations of Student Questionnaire Results (13-Year-Old) by Size of Community and Region, Reported in Percentages

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
SEX											
Male	47.7	43.5	49.7	47.0	48.5	46.5	47.5	48.9	48.8	48.4	52.1
Female	52.3	56.5	50.3	53.0	51.5	53.5	52.5	51.1	51.2	51.6	47.9
LANGUAGE OTHER THAN ENGLISH											
Yes	11.8	20.7	11.5	10.8	8.8	10.4	12.0	10.3	8.9	8.9	10.4
No	88.2	79.3	88.5	89.2	91.2	89.6	88.0	89.7	91.1	91.1	89.6
HOURS PER DAY WATCHING TV											
Less than 1 hour	6.1	3.9	7.4	5.5	6.7	7.9	10.6	6.1	5.0	3.8	5.2
Between 1 and 2 hours	24.1	17.6	22.8	19.9	30.8	29.9	29.3	24.1	22.9	24.1	20.8
Between 2 and 3 hours	35.1	29.8	32.7	37.9	37.3	32.6	35.3	38.6	32.1	37.0	42.7
More than 3 hours	34.7	48.8	37.1	36.8	25.2	29.7	24.8	31.2	39.9	35.1	31.2
TALK WITH PARENTS ABOUT SCHOOL											
Almost every day	57.2	53.8	56.3	56.5	59.9	60.8	66.4	54.2	56.4	54.4	58.3
Once in a while	38.8	42.9	39.3	38.5	36.9	34.5	31.2	40.9	38.7	43.8	35.4
Almost never	3.9	3.4	4.4	5.0	3.1	4.7	2.4	4.9	4.9	1.9	6.3
READING FOR PLEASURE PER WEEK											
Less than 1 hour	28.4	28.7	29.6	33.0	24.2	30.7	22.7	32.6	29.0	25.0	22.9
Between 1 and 3 hours	34.0	38.4	35.2	32.5	32.3	29.5	31.1	32.9	36.3	36.6	30.2
Between 3 and 5 hours	18.1	17.6	17.5	16.0	20.3	18.1	20.7	17.5	17.4	16.9	20.8
Between 5 and 10 hours	13.4	11.3	11.5	12.1	16.4	17.1	15.4	12.1	11.6	15.2	14.6
More than 10 hours	6.1	4.0	6.2	6.4	6.7	4.6	10.0	4.9	5.6	6.3	11.5

TABLE 5.2: 13-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
FEEL ABOUT SCHOOL											
I hate it	3.7	2.5	5.3	2.3	4.0	5.1	4.3	2.3	4.5	3.1	10.4
I don't like it	8.7	8.3	7.6	7.8	10.2	10.3	8.7	9.1	7.2	8.8	9.4
It's O.K.	50.1	55.1	48.8	48.9	49.6	49.7	43.9	50.0	51.6	52.4	43.7
I like it	28.2	21.7	29.5	31.0	28.2	28.5	33.7	28.4	28.8	27.4	29.2
I like it a lot	9.4	12.5	8.7	10.0	8.0	6.5	9.3	10.2	8.0	8.3	7.3
STUDENTS HELP DECIDE SCHOOL AFFAIRS IN MY SCHOOL											
Often	19.6	9.5	21.2	19.8	22.9	18.1	23.0	26.9	19.5	12.3	22.9
Sometimes	50.5	42.3	51.2	53.4	51.7	53.7	53.6	50.6	50.5	59.2	37.5
Rarely	29.9	48.1	27.6	26.8	25.3	28.2	23.4	22.5	30.1	28.5	39.6
HAS PERSONALLY TRIED:											
TO CHANGE SCHOOL RULES											
Yes	29.8	27.6	28.9	27.4	33.0	28.8	24.9	35.5	31.9	27.9	19.8
No	70.2	72.4	71.1	72.6	67.0	71.2	75.1	64.5	68.1	72.1	80.2
TO CHANGE COURSES OFFERED											
Yes	24.6	24.6	25.6	25.7	23.2	24.7	24.1	27.9	23.6	19.9	22.9
No	75.4	75.4	74.4	74.3	76.8	75.3	75.9	72.1	76.4	80.1	77.1
TO INCREASE ACTIVITIES											
Yes	49.3	55.3	42.2	53.8	48.5	35.2	36.9	53.8	46.0	56.9	64.6
No	50.7	44.7	57.8	46.2	51.5	64.8	63.1	46.2	54.0	43.1	35.4
FEEL ABOUT SOCIAL STUDIES											
My least favorite	13.5	13.4	15.3	12.0	13.3	13.8	9.8	13.0	13.6	14.4	28.1
Not a favorite	36.8	33.0	37.8	36.5	37.8	42.8	42.6	33.7	36.3	35.9	38.5
A favorite	42.0	42.3	40.8	42.8	42.1	41.1	41.0	45.0	41.0	43.3	27.1
My most favorite	7.7	11.3	6.0	8.7	6.7	2.3	6.5	8.3	8.8	6.5	6.3

TABLE 5.2: 13-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
CHOICE IN WHAT I STUDY IN SOCIAL STUDIES											
Yes	22.0	20.1	22.8	18.3	24.7	17.4	20.4	23.2	25.8	17.4	35.8
No	78.0	79.9	77.2	81.7	75.3	82.6	79.6	76.8	74.2	82.6	64.2
SOCIAL STUDIES TOPICS INTERESTING											
Yes	66.2	72.6	61.3	68.4	65.3	56.8	63.6	69.5	65.7	65.4	54.7
No	33.8	27.4	38.7	31.6	34.7	43.2	36.4	30.5	34.3	34.6	45.3
SOCIAL STUDIES HOMEWORK/ ASSIGNMENTS MEANINGFUL											
Yes	58.4	66.8	53.3	61.5	56.1	46.7	55.0	58.3	60.1	62.2	47.9
No	41.6	33.2	46.7	38.5	43.9	53.3	45.0	41.7	39.9	37.8	52.1
VARIETY OF SOCIAL STUDIES ACTIVITIES											
Yes	80.1	70.5	82.0	83.4	80.7	73.6	82.8	80.7	82.5	87.8	84.2
No	19.9	29.5	18.0	16.6	19.3	26.4	17.2	19.3	17.5	12.2	15.8
TALK ABOUT CURRENT EVENTS IN SOCIAL STUDIES CLASS											
Yes	59.8	64.6	54.5	60.7	61.0	55.7	60.5	58.4	56.0	61.9	66.3
No	40.2	35.4	45.5	39.3	39.0	44.3	39.5	41.6	44.0	38.1	33.7
TEACHERS RESPECT AND ENCOURAGE OPINIONS											
Often	51.8	45.1	49.9	54.9	54.0	54.8	51.1	53.5	54.0	54.3	45.8
Sometimes	38.4	39.9	38.4	36.8	38.8	36.0	40.8	37.9	36.3	39.3	37.5
Rarely	9.8	15.0	11.7	8.4	7.2	9.2	8.0	8.6	9.7	6.4	16.7

TABLE 5.3

Crosstabulations of Student Questionnaire Results (17-Year-Old) by Size of Community and Region, Reported in Percentages

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
SEX											
Male	50.1	49.7	48.9	55.8	46.7	43.6	52.7	49.6	47.4	52.2	64.3
Female	49.9	50.3	51.1	44.2	53.3	56.4	47.3	50.4	52.6	47.8	35.7
SPEAK LANGUAGE OTHER THAN ENGLISH											
Yes	9.3	17.9	8.7	9.6	6.1	10.2	8.0	8.3	7.1	7.3	6.9
No	90.7	82.1	91.3	90.4	93.9	89.8	92.0	91.7	92.9	92.7	93.1
HOURS PER DAY WATCHING T.V.											
Less than 1 hour	21.3	12.1	23.3	21.7	23.1	26.8	30.7	21.4	20.5	16.8	15.5
Between 1 and 2 hours	36.5	30.2	36.8	36.6	38.8	42.4	36.0	40.4	34.0	36.8	29.3
Between 2 and 3 hours	27.7	34.2	27.6	26.2	26.3	20.5	25.6	25.1	27.7	32.5	36.2
More than 3 hours	14.5	23.6	12.2	15.4	11.8	10.3	7.7	13.1	17.8	14.0	19.0
PARENTS TALK ABOUT SCHOOL											
Almost every day	47.1	37.7	47.4	43.2	53.8	52.1	51.9	48.7	48.4	43.1	43.1
Once in a while	44.0	54.0	43.8	47.4	37.4	40.0	40.2	41.3	43.8	47.0	45.7
Almost never	8.9	9.3	8.8	9.5	8.8	7.9	7.9	10.0	7.8	10.0	11.2
READING FOR PLEASURE PER WEEK											
Less than 1 hour	28.6	34.8	30.7	29.6	23.8	30.3	23.5	29.7	28.1	25.4	29.3
Between 1 and 3 hours	33.4	35.2	32.6	30.6	35.5	30.5	35.2	34.0	28.5	36.5	33.6
Between 3 and 5 hours	21.6	16.2	21.7	23.0	22.6	20.1	24.7	21.2	25.7	20.1	20.7
Between 5 and 10 hours	10.8	8.7	9.7	11.1	12.2	12.9	10.0	11.2	11.6	10.6	10.3
More than 10 hours	5.6	5.1	5.3	5.7	5.9	6.1	6.8	3.9	6.2	7.4	6.0

TABLE 5.3: 17-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
FEEL ABOUT SCHOOL											
I hate it	3.5	2.8	3.0	3.3	4.3	3.6	2.7	4.7	3.6	2.5	3.4
I don't like it	10.7	7.2	10.7	9.6	12.9	10.7	9.3	11.3	11.1	16.0	6.0
It's OK	42.6	52.2	40.3	45.5	38.2	36.0	35.8	39.0	49.2	43.4	50.0
I like it	32.6	26.0	34.8	31.6	34.3	33.3	38.1	37.3	28.1	29.2	24.1
I like it a lot	10.7	11.9	11.2	9.9	10.3	16.4	14.2	7.7	8.0	9.0	16.4
STUDENTS HELP DECIDE SCHOOL AFFAIRS IN MY SCHOOL											
Often	17.1	17.2	22.8	14.7	14.6	15.5	24.2	15.6	16.9	13.1	12.9
Sometimes	47.7	43.2	47.6	52.1	46.1	46.8	49.6	53.7	42.6	47.1	36.2
Rarely	35.2	39.6	29.5	33.2	39.3	37.7	26.1	30.7	40.6	39.8	50.9
HAS PERSONALLY TRIED:											
TO CHANGE SCHOOL RULES											
Yes	31.0	30.0	30.4	27.1	34.9	32.7	31.6	26.2	35.3	38.9	19.8
No	69.0	70.0	69.6	72.9	65.1	67.3	68.4	73.8	64.7	61.1	80.2
TO CHAN[illegible]OURSES OFFERED											
Yes	22.7	27.2	20.6	20.8	24.1	24.4	21.6	18.4	25.4	26.3	18.1
No	77.3	72.8	79.4	79.2	75.9	75.6	78.4	81.6	74.6	73.7	81.9
TO INCREASE ACTIVITIES											
Yes	35.8	38.3	31.8	32.4	40.6	33.7	35.1	31.5	38.0	42.5	37.1
No	64.2	61.7	68.2	67.6	59.4	66.3	64.9	68.5	62.0	57.5	62.9
FEEL ABOUT SOCIAL STUDIES											
My least favorite	12.6	16.4	10.8	14.1	11.4	13.1	6.1	12.5	14.7	14.3	14.7
Not a favorite	43.4	40.1	45.4	43.8	43.0	44.3	41.4	47.9	41.5	40.8	46.6
A favorite	39.0	37.7	38.0	38.3	40.9	38.6	44.6	35.8	38.9	42.2	34.5
My most favorite	4.9	5.8	5.8	3.8	4.7	4.0	8.0	3.8	4.9	2.8	4.3

TABLE 5.3: 17-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
CHOICE IN WHAT I STUDY IN SOCIAL STUDIES											
Yes	27.9	23.8	25.6	27.3	31.6	27.7	26.7	31.1	27.1	33.6	7.0
No	72.1	76.2	74.4	72.7	68.4	72.3	73.3	68.9	72.9	66.4	93.0
SOCIAL STUDIES TOPICS INTERESTING											
Yes	61.0	63.7	58.8	59.4	62.9	62.5	68.5	56.7	58.2	59.7	62.6
No	39.0	36.3	41.2	40.6	37.1	37.5	31.5	43.3	41.8	40.3	37.4
SOCIAL STUDIES HOMEWORK/ ASSIGNMENTS MEANINGFUL											
Yes	43.4	48.2	45.2	39.5	43.2	37.6	58.4	36.5	41.4	39.9	42.6
No	56.6	51.8	54.8	60.5	56.8	62.4	41.6	63.5	58.6	60.1	57.4
VARIETY OF SOCIAL STUDIES ACTIVITIES											
Yes	73.3	65.0	72.3	73.5	77.3	72.0	73.9	75.6	71.2	76.7	86.8
No	26.7	35.0	27.7	26.5	22.7	28.0	26.1	24.4	28.8	23.3	13.2
TALK ABOUT CURRENT EVENTS IN SOCIAL STUDIES CLASS											
Yes	63.9	62.6	62.9	59.2	68.6	59.7	59.1	64.7	67.7	67.3	66.1
No	36.1	37.4	37.1	40.8	31.4	40.3	40.9	35.3	32.3	32.7	33.9
TEACHERS RESPECT AND ENCOURAGE OPINIONS											
Often	59.2	54.0	58.4	57.0	63.7	60.7	63.4	60.8	61.7	54.3	47.4
Sometimes	32.2	33.5	35.0	32.2	29.5	30.6	32.6	31.0	29.7	35.0	41.4
Rarely	8.6	12.4	6.6	10.7	6.9	8.7	4.0	8.2	8.6	10.6	11.2

Television watching. Approximately 44% of 9-year-olds, 35% of 13-year-olds and 16% of 17-year-olds watch more than three hours of television per day. About 6% of both 9- and 13-year-olds watch less than one hour per day, but almost 21% of 17-year-olds do so.

Talk with parents about school. About 57% of 9-year-olds, 57% of 13-year-olds and 47% of 17-year-olds reported that they talk about school "almost every day" with their parents. Fewer than 9% of students at each age level reported that they "almost never" speak to their parents about school.

Reading for pleasure. Approximately 60% of the students at each age level reported that they read for pleasure three hours or less per week, while 10% or fewer reported that they read more than 10 hours per week.

Attitude towards school. Fewer than 15% of students at each age level said that they "don't like it" or "hate it." About 29% of the 9-year-olds, but only about 10% of 13- and 17-year-olds reported that they like school "a lot."

Student participation in school affairs. Approximately 20% of 13-year-olds and 17% of 17-year-olds reported that students in their schools "often" help to decide about school affairs, where approximately 30% of 13-year-olds and 35% of 17-year-olds reported that students "rarely" help in these decisions. Nearly 30% of both 13- and 17-year-olds reported that they have *personally* tried to bring about changes in school rules and approximately 23% to 2[illegible]% reported that they have tried to change the courses offered in schools. However, about half of the 13-year-olds and about 36% of the 17-year-olds reported that they have tried to increase the extracurricular activities offered by their schools. (These questions were not asked of 9-year-olds.)

Attitude toward Social Studies. Between 43% and 50% of all three age groups reported that social studies is "one of their favorite" courses or their "favorite" course as compared to other subjects they study in school.

Perceptions of Social Studies classes. Slightly more 17-year-olds than 9- or 13-year-olds (28% versus 22%) feel that they have some choice in what they study in their social studies classes.

Approximately 84% of 9-year-olds think that their social studies classes are interesting whereas about 66% of 13- and 61% of 17-year-olds think that the topics they study in social studies are interesting to them.

About 58% of 13-year-olds feel that their homework assignments in social studies are meaningful as compared to only 47% of 9-year-olds and 43% of 17-year-olds.

More younger than older students reported that their social studies classes include a "variety" of activities: about 88% of the 9-year-olds, 80% of the 13-year-olds, and 73% of the 17-year-olds.

CHAPTER 6

Results of the Principal Questionnaire

Introduction

Principals of schools participating in the assessment provided information regarding the availability and adequacy of programs and resources in Connecticut schools via a principal's questionnaire. A copy of the questionnaire is presented in Appendix C. Tables 6.1 through 6.3 display the percentage of principals at each grade level, respectively, who selected each alternative to each question. These data are reported for all principals and for those in each region and size of community.

The following narrative highlights the results for all principals on those variables which were considered by Connecticut to be most policy-relevant. The reader interested in responses to the other items, or in differences between regions or sizes of community, may obtain these findings from the tables.

Summary of Results

Problems relating to social studies classes. Principals were asked to indicate whether or not their social studies teachers felt that any of several school-related problems affected their classes.

- About 35% of principals of schools at each grade level reported a *lack of funds* for social studies classes.

TABLE 6.1

Crosstabulations of Principal Questionnaire Results (9-Year-Old) by Size of Community and Region, Reported in Percentages

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Cities	1	2	3	4	5	6
STUDENTS ARE CHILDREN OF:											
Mostly upper-income parents	2.6	0.0	0.0	3.4	7.4	10.0	11.8	0.0	0.0	0.0	0.0
Mostly middle-income parents	27.2	6.7	50.0	27.6	25.9	30.0	35.3	44.0	47.1	8.3	0.0
Mostly lower-income parents	32.5	63.3	17.9	31.0	14.8	30.0	11.8	20.0	17.6	33.3	33.3
A range of income backgrounds	37.7	30.0	32.1	37.9	51.9	30.0	41.2	36.0	35.3	58.3	66.7
TEAM TEACHING PREDOMINATES IN SOCIAL STUDIES CLASSES											
Yes	7.7	3.3	17.2	6.9	3.4	0.0	11.8	8.0	15.8	8.3	0.0
No	92.3	96.7	82.8	93.1	96.6	100.0	88.2	92.0	84.2	91.7	100.0
SPECIALISTS WORK WITH SOCIAL STUDIES TEACHERS											
Yes	29.6	36.7	29.6	37.9	13.8	11.1	52.9	29.2	26.3	8.3	0.0
No	70.4	63.3	70.4	62.1	86.2	88.9	47.1	70.8	73.7	91.7	100.0
SOCIAL STUDIES RELATED PROBLEMS											
LACK OF FUNDS											
Yes	35.3	56.7	25.0	37.9	20.7	22.2	23.5	32.0	21.1	41.7	25.0
No	64.7	43.3	75.0	62.1	79.3	77.8	76.5	68.0	78.9	58.3	75.0
LACK OF AUDIO-VISUAL MATERIALS											
Yes	26.1	30.0	21.4	28.6	24.1	22.2	31.3	36.0	10.5	16.7	25.0
No	73.9	70.0	78.6	71.4	75.9	77.8	68.8	64.0	89.5	83.3	75.0

TABLE 6.1: 9-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
TEXT BOOKS TOO DIFFICULT											
Yes	50.0	66.7	40.7	39.3	51.7	33.3	25.0	44.0	61.1	58.3	25.0
No	50.0	33.3	59.3	60.7	48.3	66.7	75.0	56.0	38.9	41.7	75.0
IRRELEVANCY OF TEXTBOOKS											
Yes	28.8	46.4	17.9	29.6	21.4	37.5	12.5	20.8	10.5	41.7	50.0
No	71.2	53.6	82.1	70.4	78.6	62.5	87.5	79.2	89.5	58.3	50.0
LACK OF PLANNING TIME											
Yes	30.4	43.3	25.0	21.4	31.0	33.3	43.8	36.0	5.3	8.3	25.0
No	69.6	56.7	75.0	78.6	69.0	66.7	56.3	64.0	94.7	91.7	75.0
CLASS SIZE TOO LARGE											
Yes	22.4	30.0	21.4	20.7	17.2	33.3	23.5	12.0	21.1	25.0	0.0
No	77.6	70.0	78.6	79.3	82.8	66.7	76.5	88.0	78.9	75.0	100.0
POOR BACKGROUND OF STUDENTS											
Yes	29.8	56.7	14.3	34.5	11.1	33.3	5.9	29.2	10.5	27.3	25.0
No	70.2	43.3	85.7	65.5	88.9	66.7	94.1	70.8	89.5	72.7	75.0
SOCIAL STUDIES REQUIRED COURSE											
Yes	92.0	90.0	93.1	92.3	92.6	100.0	87.5	91.7	94.4	90.9	100.0
No	8.0	10.0	6.9	7.7	7.4	0.0	12.5	8.3	5.6	9.1	0.0
SOCIAL STUDIES CURRICULUM CHANGE OR DEVELOPMENT											
LAST 1 TO 3 YEARS											
Yes	71.1	70.8	88.0	69.2	54.5	40.0	80.0	78.3	81.3	45.5	66.7
No	28.9	29.2	12.0	30.8	45.5	60.0	20.0	21.7	18.8	54.5	33.3

TABLE 6.1: 9-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
LAST 4 TO 6 YEARS											
Yes	67.3	71.4	72.7	53.3	73.3	80.0	62.5	85.7	54.5	42.9	100.0
No	32.7	28.6	27.3	46.7	26.7	20.0	37.5	14.3	45.5	57.1	0.0
LAST 7 TO 10 YEARS											
Yes	47.8	44.4	66.7	40.0	46.2	60.0	66.7	22.2	44.4	57.1	100.0
No	52.2	55.6	33.3	60.0	53.8	40.0	33.3	77.8	55.6	42.9	0.0
FINANCIAL SUPPORT FOR FIELD TRIPS											
Yes	49.1	13.3	75.0	34.5	75.9	22.2	47.1	68.0	68.4	75.0	100.0
No	50.9	86.7	25.0	65.5	24.1	77.8	52.9	32.0	31.6	25.0	0.0
SOCIAL STUDIES STAFF SUPPORT											
IN-SERVICE WITH CREDIT											
Yes	14.3	25.0	33.3	0.0	0.0	11.1	25.0	4.2	15.8	0.0	0.0
No	85.7	75.0	66.7	100.0	100.0	88.9	75.0	95.8	84.2	100.0	100.0
IN-SERVICE WITHOUT CREDIT											
Yes	41.4	50.0	61.5	35.7	20.7	12.5	56.3	29.2	57.9	25.0	25.0
No	58.6	50.0	38.5	64.3	79.3	87.5	43.8	70.8	42.1	75.0	75.0
PAID SUMMER WORKSHOP(S)											
Yes	14.3	17.9	22.2	3.6	13.8	0.0	25.0	25.0	0.0	8.3	0.0
No	85.7	82.1	77.8	96.4	86.2	100.0	75.0	75.0	100.0	91.7	100.0
HALF DAY(S) RELEASED TIME											
Yes	38.2	44.4	55.6	22.2	31.0	11.1	33.3	37.5	47.4	50.0	0.0
No	61.8	55.6	44.4	77.8	69.0	88.9	66.7	62.5	52.6	50.0	100.0

TABLE 6.1: 9-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
FULL DAY(S) RELEASED TIME											
Yes	12.7	19.2	22.2	0.0	10.3	0.0	6.3	12.5	10.5	16.7	25.0
No	87.3	80.8	77.8	100.0	89.7	100.0	93.8	87.5	89.5	83.3	75.0
VISITING CONSULTANTS											
Yes	23.2	25.0	33.3	14.3	20.7	11.1	31.3	12.5	47.4	8.3	0.0
No	76.8	75.0	66.7	85.7	79.3	88.9	68.8	87.5	52.6	91.7	100.0
FINANCIAL SUPPORT: IN-STATE CONFERENCE											
Yes	24.3	11.1	29.6	25.0	31.0	11.1	18.8	25.0	31.6	41.7	75.0
No	75.7	88.9	70.4	75.0	69.0	88.9	81.3	75.0	68.4	58.3	25.0
FINANCIAL SUPPORT: OUT-OF-STATE CONFERENCE											
Yes	18.0	11.1	29.6	17.9	13.8	11.1	18.8	12.5	31.6	25.0	25.0
No	82.0	88.9	70.4	82.1	86.2	88.9	81.3	87.5	68.4	75.0	75.0
PROFESSIONAL DAYS											
Yes	43.4	44.8	59.3	28.6	41.4	11.1	50.0	33.3	47.4	58.3	75.0
No	56.6	55.2	40.7	71.4	58.6	88.9	50.0	66.7	52.6	41.7	25.0

TABLE 6.2

Crosstabulations of Principal Questionnaire Results (13-Year-Olds) by Size of Community and Region, Reported in Percentages

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
STUDENTS ARE CHILDREN OF:											
Mostly upper-income parents	7.9	0.0	14.8	6.9	9.7	0.0	41.2	7.4	0.0	0.0	0.0
Mostly middle-income parents	28.1	14.8	33.3	20.7	41.9	55.6	11.8	40.7	47.1	16.7	0.0
Mostly lower-income parents	15.8	37.0	7.4	3.4	16.1	0.0	11.8	3.7	5.9	0.0	80.0
A range of income backgrounds	48.2	48.1	44.4	69.0	32.3	44.4	35.3	48.1	47.1	83.3	20.0
TEAM TEACHING PREDOMINATES IN SOCIAL STUDIES CLASSES											
Yes	6.1	3.7	7.4	6.9	6.5	0.0	5.9	7.4	5.9	16.7	0.0
No	93.9	96.3	92.6	93.1	93.5	100.0	94.1	92.6	94.1	83.3	100.0
SPECIALISTS WORK WITH SOCIAL STUDIES TEACHERS											
Yes	61.4	40.7	77.8	75.9	51.6	77.8	94.1	81.5	41.2	50.0	20.0
No	38.6	59.3	22.2	24.1	48.4	22.2	5.9	18.5	58.8	50.0	80.0
SOCIAL STUDIES RELATED PROBLEMS											
LACK OF FUNDS											
Yes	35.1	63.0	14.8	41.4	22.6	22.2	29.4	22.2	23.5	33.3	40.0
No	64.9	37.0	85.2	58.6	77.4	77.8	70.6	77.8	76.5	66.7	60.0
LACK OF AUDIO-VISUAL MATERIALS											
Yes	28.1	44.4	14.8	20.7	32.3	22.2	35.3	14.8	23.5	16.7	40.0
No	71.9	55.6	85.2	79.3	67.7	77.8	64.7	85.2	76.5	83.3	60.0

TABLE 6.2: 13-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
TEXTBOOKS TOO DIFFICULT											
Yes	37.0	52.0	40.0	25.0	33.3	12.5	23.5	25.0	35.3	58.3	60.0
No	63.0	48.0	60.0	75.0	66.7	87.5	76.5	75.0	64.7	41.7	40.0
IRRELEVANCY OF TEXTBOOKS											
Yes	18.2	44.0	3.7	3.6	23.3	11.1	5.9	3.8	5.9	27.3	40.0
No	81.8	56.0	96.3	96.4	76.7	88.9	94.1	96.2	94.1	72.7	60.0
LACK OF PLANNING TIME											
Yes	11.6	11.5	19.2	13.8	3.2	22.2	17.6	11.1	12.5	0.0	0.0
No	88.4	88.5	80.8	86.2	96.8	77.8	82.4	88.9	87.5	100.0	100.0
CLASS SIZE TOO LARGE											
Yes	15.8	18.5	14.8	17.2	12.9	11.1	11.8	18.5	29.4	0.0	0.0
No	84.2	81.5	85.2	82.8	87.1	88.9	88.2	81.5	70.6	100.0	100.0
POOR BACKGROUND OF STUDENTS											
Yes	37.8	60.0	37.0	27.6	30.0	33.3	17.6	30.8	29.4	41.7	60.0
No	62.2	40.0	63.0	72.4	70.0	66.7	82.4	69.2	70.6	58.3	40.0
SOCIAL STUDIES REQUIRED COURSE											
Yes	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SOCIAL STUDIES CURRICULUM CHANGE OR DEVELOPMENT											
LAST 1 TO 3 YEARS											
Yes	74.3	45.8	78.3	88.5	82.1	100.0	93.8	84.0	80.0	77.8	40.0
No	25.7	54.2	21.7	11.5	17.9	0.0	6.3	16.0	20.0	22.2	60.0

TABLE 6.2: 13-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
LAST 4 TO 6 YEARS											
Yes	64.5	61.1	66.7	85.7	57.9	50.0	80.0	75.0	55.6	50.0	66.7
No	35.5	38.9	33.3	14.3	42.1	50.0	20.0	25.0	44.4	50.0	33.3
LAST 7 TO 10 YEARS											
Yes	54.9	23.5	60.0	100.0	75.0	75.0	71.4	60.0	75.0	66.7	100.0
No	45.1	76.5	40.0	0.0	25.0	25.0	28.6	40.0	25.0	33.3	0.0
FINANCIAL SUPPORT FOR FIELD TRIPS											
Yes	36.0	11.1	44.4	17.2	67.7	55.6	17.6	48.1	52.9	41.7	60.0
No	64.0	88.9	55.6	82.8	32.3	44.4	82.4	51.9	47.1	58.3	40.0
SOCIAL STUDIES STAFF SUPPORT											
IN-SERVICE WITH CREDIT											
Yes	7.3	7.7	11.5	7.7	3.2	0.0	23.5	4.3	5.9	0.0	0.0
No	92.7	92.3	88.5	92.3	96.8	100.0	76.5	95.7	94.1	100.0	100.0
IN-SERVICE WITHOUT CREDIT											
Yes	45.9	44.4	38.5	66.7	35.5	33.3	64.7	50.0	41.2	41.7	20.0
No	54.1	55.6	61.5	33.3	64.5	66.7	35.3	50.0	58.8	58.3	80.0
PAID SUMMER WORKSHOP(S)											
Yes	24.1	18.5	37.0	14.8	25.8	22.2	52.9	28.0	17.6	8.3	0.0
No	75.9	81.5	63.0	85.2	74.2	77.8	47.1	72.0	82.4	91.7	100.0
HALF-DAY(S) RELEASED TIME											
Yes	56.8	48.1	50.0	66.7	61.3	55.6	76.5	54.2	47.1	83.3	20.0
No	43.2	51.9	50.0	33.3	38.7	44.4	23.5	45.8	52.9	16.7	80.0

TABLE 6.2: 13-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
FULL DAY(S) RELEASED TIME											
Yes	22.9	16.7	24.0	28.0	22.6	44.4	37.5	18.2	5.9	41.7	0.0
No	77.1	83.3	76.0	72.0	77.4	55.6	62.5	81.8	94.1	58.3	100.0
VISITING CONSULTANTS											
Yes	36.0	50.0	34.6	46.4	16.1	22.2	52.9	28.0	41.2	16.7	0.0
No	64.0	50.0	65.4	53.6	83.9	77.8	47.1	72.0	58.8	83.3	100.0
FINANCIAL SUPPORT: IN-STATE CONFERENCE											
Yes	47.3	26.9	59.3	46.4	54.8	77.8	23.5	73.1	52.9	58.3	0.0
No	52.7	73.1	40.7	53.6	45.2	22.2	76.5	26.9	47.1	41.7	100.0
FINANCIAL SUPPORT: OUT-OF-STATE CONFERENCE											
Yes	35.5	15.0	46.2	35.7	41.9	44.4	23.5	52.0	47.1	50.0	0.0
No	64.5	84.0	53.8	64.3	58.1	55.6	76.5	48.0	52.9	50.0	100.0
PROFESSIONAL DAYS											
Yes	79.6	57.7	88.9	82.8	87.1	100.0	94.1	85.2	70.6	100.0	60.0
No	20.4	42.3	11.1	17.2	12.9	0.0	5.9	14.8	29.4	0.0	40.0

TABLE 6.3

Crosstabulations of Principal Questionnaire Results (17-Year-Old) by Size of Community and Region, Reported in Percentages

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
STUDENTS ARE CHILDREN OF											
Mostly upper-income parents	6.7	0.0	8.7	4.5	10.7	0.0	33.3	7.7	0.0	0.0	0.0
Mostly middle-income parents	46.1	6.3	60.9	50.0	53.6	55.6	58.3	61.5	57.1	44.4	0.0
Mostly lower-income parents	14.6	56.3	4.3	4.6	7.1	22.2	0.0	3.8	0.0	0.0	33.3
A range of income backgrounds	32.6	37.5	26.1	40.9	28.6	22.2	8.3	26.9	42.9	55.6	66.7
TEAM TEACHING PREDOMINATES IN SOCIAL STUDIES CLASSES											
Yes	3.3	6.3	0.0	4.5	3.6	0.0	8.3	0.0	0.0	11.1	0.0
No	96.7	93.8	100.0	95.5	96.4	100.0	91.7	100.0	100.0	88.9	100.0
SPECIALISTS WORK WITH SOCIAL STUDIES TEACHERS											
Yes	69.7	68.8	79.2	68.2	63.0	66.7	83.3	73.1	66.7	55.6	50.0
No	30.3	31.3	20.8	31.8	37.0	33.3	16.7	26.9	33.3	44.4	50.0
SOCIAL STUDIES RELATED PROBLEMS:											
LACK OF FUNDS											
Yes	31.1	37.5	33.3	31.8	25.0	0.0	33.3	34.6	26.7	55.6	0.0
No	68.9	62.5	66.7	68.2	75.0	100.0	66.7	65.4	73.3	44.4	100.0
LACK OF AUDIO VISUAL MATERIALS											
Yes	37.8	50.0	33.3	40.9	32.1	44.4	41.7	30.8	33.3	44.4	0.0
No	62.2	50.0	66.7	59.1	67.9	55.6	58.3	69.2	66.7	55.6	100.0
TEXT BOOKS TOO DIFFICULT											
Yes	31.1	75.0	25.0	22.7	17.9	22.2	8.3	23.1	33.3	22.2	0.0
No	68.9	25.0	75.0	77.3	82.1	77.8	91.7	76.9	66.7	77.8	100.0
IRRELEVANCY OF TEXTBOOKS											
Yes	11.4	26.7	4.3	13.6	7.1	11.1	8.3	4.0	13.3	11.1	0.0
No	88.6	73.3	95.7	86.4	92.9	88.9	91.7	96.0	86.7	88.9	100.0
LACK OF PLANNING TIME											
Yes	30.0	25.0	41.7	40.9	14.3	0.0	33.3	46.2	33.3	22.2	0.0
No	70.0	75.0	58.3	59.1	85.7	100.0	66.7	53.8	66.7	77.8	100.0

TABLE 6.3: 17-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
CLASS SIZE TOO LARGE											
Yes	38.2	25.0	34.8	45.5	42.9	11.1	16.7	44.0	66.7	55.6	33.3
No	61.8	75.0	65.2	54.5	57.1	88.9	83.3	56.0	33.3	44.4	66.7
POOR BACKGROUND OF STUDENTS											
Yes	40.4	93.8	33.3	19.0	32.1	22.2	25.0	36.0	26.7	22.2	33.3
No	59.6	6.3	66.7	81.0	67.9	77.8	75.0	64.0	73.3	77.8	66.7
SOCIAL STUDIES REQUIRED COURSE											
Yes	97.8	100.0	91.7	100.0	100.0	88.9	100.0	96.2	100.0	100.0	100.0
No	2.2	0.0	8.3	0.0	0.0	11.1	0.0	3.8	0.0	0.0	0.0
SOCIAL STUDIES CURRICULUM CHANGES OR DEVELOPMENT											
LAST 1 TO 3 YEARS											
Yes	80.2	80.0	91.3	78.9	70.8	55.6	83.3	81.0	93.3	85.7	50.0
No	19.8	20.0	8.7	21.1	29.2	44.4	16.7	19.0	6.7	14.3	50.0
LAST 4 TO 6 YEARS											
Yes	83.1	71.4	87.5	89.5	76.5	71.4	87.5	94.7	77.8	66.7	100.0
No	16.9	28.6	12.5	10.5	23.5	28.6	12.5	5.3	22.2	33.3	0.0
LAST 7 TO 10 YEARS											
Yes	82.2	50.0	100.0	85.7	71.4	100.0	85.7	84.6	71.4	83.3	100.0
No	17.8	50.0	0.0	14.3	28.6	0.0	14.3	15.4	28.6	16.7	0.0
FINANCIAL SUPPORT FOR FIELD TRIPS											
Yes	55.7	31.3	60.9	59.1	63.0	55.6	25.0	64.0	85.7	55.6	100.0
No	44.3	68.8	39.1	40.9	37.0	44.4	75.0	36.0	14.3	44.4	0.0
SOCIAL STUDIES STAFF SUPPORT:											
IN-SERVICE WITH CREDIT											
Yes	25.0	50.0	33.3	14.3	11.1	0.0	33.3	24.0	20.0	0.0	33.3
No	75.0	50.0	66.7	85.7	88.9	100.0	66.7	76.0	80.0	100.0	66.7

TABLE 6.3: 17-Year-Olds (continued)

Variable/Response	Total	Size of Community				Region					
		Big Cities	Fringe Cities	Medium Cities	Smaller Places	1	2	3	4	5	6
IN-SERVICE WITHOUT CREDIT											
Yes	52.3	56.3	54.2	61.9	40.7	25.0	58.3	60.0	46.7	55.6	33.3
No	47.7	43.8	45.8	38.1	59.3	75.0	41.7	40.0	53.3	44.4	66.7
PAID SUMMER WORKSHOPS											
Yes	33.7	43.8	50.0	19.0	25.0	12.5	66.7	42.3	13.3	11.1	0.0
No	66.3	56.3	50.0	81.0	75.0	87.5	33.3	57.7	86.7	88.9	100.0
HALF DAY(S) RELEASED TIME											
Yes	62.9	31.3	79.2	59.1	70.4	77.8	75.0	76.0	66.7	55.6	33.3
No	37.1	68.8	20.8	40.9	29.6	22.2	25.0	24.0	33.3	44.4	66.7
FULL DAY(S) RELEASED TIME											
Yes	32.2	12.5	43.5	28.6	37.0	37.5	33.3	50.0	33.3	11.1	33.3
No	67.8	87.5	56.5	71.4	63.0	62.5	66.7	50.0	66.7	88.9	66.7
VISITING CONSULTANTS											
Yes	41.4	40.0	41.7	42.9	40.7	12.5	58.3	48.0	46.7	22.2	33.3
No	58.6	60.0	58.3	57.1	59.3	87.5	41.7	52.0	53.3	77.8	66.7
FINANCIAL SUPPORT: IN-STATE CONFERENCE											
Yes	68.2	25.0	87.5	61.9	81.5	77.8	8[illegible]	76.0	85.7	55.6	100.0
No	31.8	75.0	12.5	38.1	18.5	22.2	16[illegible]	24.0	14.3	44.4	0.0
FINANCIAL SUPPORT: OUT-OF-STATE CONFERENCE											
Yes	55.7	25.0	70.8	57.1	59.3	55.6	75.0	60.0	57.1	55.6	100.0
No	44.3	75.0	29.2	42.9	40.7	44.4	25.0	40.0	42.9	44.4	0.0
PROFESSIONAL DAYS											
Yes	86.7	68.8	95.8	81.8	92.9	100.0	91.7	88.5	[illegible]	77.8	100.0
No	13.3	31.3	4.2	18.2	7.1	0.0	8.3	11.5	[illegible]	22.2	0.0

- More principals at the 17-year-old level (37.8%) than at 13- or 9-year-old level (28.1% and 26.1%) reported *lack of audio-visual materials*.

- More principals at the 9-year-old level (50%) than at the 13- or 17-year-old level (37% and 31%) reported that *textbooks are too difficult* for the students to read. Moreover, 29% of principals at the 9-year-old level reported that *textbooks are irrelevant,* whereas only 18% of principals at the 13-year-old level and 11% at the 17-year-old level reported as such.

- About 30% of the principals at the 9- and 17-year-old level reported a *lack of planning time*, whereas only 12% of the principals at the 13-year-old level reported as such.

- Many more principals at the 17-year-old level than at the 9- or 13-year-old level reported that *large classes* are a problem for their social studies teachers (38.2% versus 22.4% and 15.8%, respectively).

- More principals of older students reported that the *poor social studies background of students* is a problem for teachers than did principals of younger students: 40.4% at the 17-year-old level and 37.8% at the 13-year-old level versus 29.8% at the 9-year-old level.

Financial support for field trips. More principals at the 13-year-old level than at any other level reported that financial support is *not* available for student field trips (approximately 64% at the 13-year-old level, 51% at the 9-year-old level, and 44% at the 17-year-old level).

Social studies staff support. Principals were asked to indicate whether their school district encouraged social studies staff and curriculum development in certain specific ways. Their responses are summarized below. In general, less staff support appears to exist in elementary schools than in junior high or high schools.

- Three-quarters of the principals at the 17-year-old level reported that *in-service training with credit* is *not* available to 92.7% of the principals at the 13-year-old level and 85.7% of the principals at the 9-year-old level.

- Just under half of the principals at the 17-year-old level versus 54% and 59% of those at the 13- and 9-year-old level reported that *in-service training without credit* is *not* available to their staff.

- Approximately 86% of the principals at the 9-year-old level, 76% at the 13-year-old level, and 66% at the 17-year-old level reported that *paid summer workshops* are *not* available.

- Approximately 62% of principals at the 9-year-old level, 43% at the 13-year-old level and 37% at the 17-year-old level indicated that *half-day(s) release time* is *not* available to teachers. The same trend was found for *full-day(s) release time;* here the percentages ranged from 67.8% to 87.3%.

- About three-quarters of principals at the 9-year-old level reported they do *not* have *visiting consultants* at their schools, compared to 64% and 58.6% for the 13- and 17-year-old levels, respectively.

- About three-quarters of principals at the 9-year-old level reported that *financial support for attending in-state conferences* is *not* available, whereas slightly over half of the principals at the 13-year-old level and just under a third of the principals at the 17-year-old level reported that this was the case. The same pattern of results was found on *financial support* for *out-of-state* conferences, except the percentages were approximately 10% greater.

CHAPTER 7

Results of the Young Adult Survey

Introduction

This chapter presents the results of a survey of 249 young adults who ranged in age from 26 to 35, who now reside in Connecticut, and who were educated solely in Connecticut schools. A copy of the survey questionnaire items for the Citizenship/Social Studies area can be found in Appendix D of this report. The survey collected information on the background of the participants, the extent of their current civic participation, evaluations of their high school experiences, and the extent of their current Citizenship/Social Studies skills and knowledge. Achievement of young adults in Citizenship/Social Studies is compared with 17-year-olds tested in CAEP and with young adults tested by NAEP in the nation and Northeast region.

Methodology

In order to identify the sample of adults to participate in the survey, the total sample size of 250 was allocated proportionally to each of the four sizes of community as defined by the stratification plan for student sampling. This stratification by community size provided for a random geographical distribution.

Through a process of dialing Connecticut telephone exchanges plus four random digits, candidates who met the age, residence, and education eligibility requirements and who were willing to participate in the survey were identified. Each willing candidate was matched to his/her appropriate size of community, and when the quota for a given stratum was filled, no further candidates for that stratum were accepted. This process did include, however, "oversampling" (equally across strata) in order to allow for attrition.

A copy of the survey instrument (which included background questions, as well as attitude and achievement questions in *both* this and the career education areas assessed in CAEP this year) was mailed to each participant at addresses provided in the initial telephone contact. The combination of all questions in one instrument meant that the sample of responding adults was composed of the same individuals for *both* assessment areas. Each respondent was paid $10.00 for participation.

As questionnaires were returned, it was essential to monitor them in order to ensure that unequal attrition across the strata did not result in a biased sample. The final sample size was 249, only one individual short of the full quota. Only those individuals who returned questionnaires were paid.

Background Information on Adult Sample

Table 7.1 presents the percentage of respondents who selected each alternative to the nine questions on the background survey, as well as the results broken down by male and female respondents. The following is a characterization of the demography and background of *all* respondents

TABLE 7.1

Background/Demographic Information on Adult Sample

	Percentage of Adults in Sample		
	Total	Males	Females
Size of Community			
Big Cities	21.7	16.7	25.2
Fringe Cities	23.3	19.6	25.9
Medium Cities	26.1	28.4	24.5
Smaller Places	28.9	35.3	24.5
Sex	100.0	41.0	59.0
Age			
26	12.0	8.8	14.3
27	12.0	8.8	14.3
28	9.6	3.9	13.6
29	8.4	9.8	7.5
30	9.2	12.7	6.8
31	9.6	9.8	9.5
32	10.8	11.8	10.2
33	7.6	11.8	4.8
34	10.0	10.8	9.5
35	10.4	11.8	9.5
Highest Level of Schooling			
Completed eighth-grade	0.4	1.0	0.0
High school, NON-graduate	4.0	3.9	4.1
Graduated from high school	48.4	42.2	52.7
Graduated from 2-year college	21.0	16.7	24.0
Graduated from 4-year college	15.7	23.5	10.3
Completed graduate or professional program	10.5	12.7	8.9
Received Schooling in:			
Public schools	65.9	64.7	66.7
Non-public schools	8.0	8.8	7.5
Combination of both	26.1	26.5	25.9

TABLE 7.1 (continued)

	Percentage of Adults in Sample		
	Total	Males	Females
Speak a language other than English			
Yes	6.4	4.9	7.5
No	93.6	95.1	92.5
Type of Occupation			
Semi-skilled worker	8.5	7.8	8.9
Skilled craftsman or foreman	16.5	31.4	6.2
Office or sales clerk	19.4	9.8	26.0
Professional	25.0	34.3	18.5
Manager or owner	9.7	15.7	5.5
Homemaker	19.4	0.0	32.9
Unemployed	1.6	1.0	2.1
Hours Per Day of Television Watching			
Less than 1 hour	16.9	19.6	15.0
Between 1 and 2 hours	31.7	28.4	34.0
Between 2 and 3 hours	34.9	40.2	31.3
More than 3 hours	16.5	11.8	19.7
Hours Per Week Spent Reading for Pleasure			
Less than 1 hour	18.1	25.5	12.9
Between 1 and 3 hours	28.5	27.5	29.3
Between 3 and 5 hours	25.3	23.5	26.5
Between 5 and 10 hours	20.1	17.6	21.8
More than 10 hours	8.0	5.9	9.5

who responded to the survey. However, where interesting differences exist between males and females, they will be reported.

Sex. Forty-one percent of the respondents were male and 59% were female.

Age. The percentage of respondents was evenly distributed across ages 26 to 35.

Educational level. Approximately 48% of the respondents graduated from high school, 21% graduated from a two-year college, approximately 16% graduated from a four-year college, and about 10% completed a graduate program. Only 4.4% did not finish high school.

Type of school. Almost two thirds of the respondents received their elementary and high school education in Connecticut public schools, 8% received theirs in Connecticut non-public schools, and approximately 26% attended both public and non-public schools.

Bilingualism. Only 6.4% of the respondents speak a language other than English in their homes.

Occupational status. Among males, approximately one third of the respondents were skilled craftsmen or foremen and an additional third were in professional occupations; whereas among females, only 6.2% and 18.5% respectively, were employed in these occupations. Nearly a third of the females reported that they were homemakers. Approximately 10% of the males and 26% of the females were employed as an office or sales clerk. Between 8% and 9% of both males and females were semi-skilled workers, and about 16% of the males and 6% of the females were managers or owners.

Television watching. Almost two-thirds of the respondents watch between one and three hours of television per day; about 17% watch less than one hour and 17% watch more than three hours per day.

Reading for pleasure. Approximately one half of the respondents read for pleasure three hours or less per week, about a quarter read between three and five hours per week, and about a quarter read over five hours per week.

Results on Civic Participation Questions

Table 7.2 presents the percentage of respondents who selected each alternative to the 13 questions on the Adult Civic Participation and Involvement component of the survey. Results are provided for all respondents and are also broken down by sex of respondent. Results for all respondents are summarized below.

Correspondence with elected representative. Thirty-four percent of the respondents reported that they had written to an elected representative, and 17% said that they had actively worked for the election of a political candidate.

TABLE 7.2

Results on Levels of Young Adult Civic Participation and Involvement

Reporting Group	Percentage of Adults Responding		
	Total	Males	Females
Has written to an elected representative	34	37	31
Voted in the last PRESIDENTIAL election	71	71	71
Voted in the last STATE election	60	63	58
Voted in the last LOCAL election	56	58	54
Has ACTIVELY worked for the election of a political candidate	17	17	18
Presently active in a COMMUNITY SERVICE organization	24	17	30
Presently active in a POLITICAL organization	2	3	2
Presently active in a CITIZEN OR CONSUMER protection organization	4	4	3
Presently active in a RELIGIOUS organization	15	12	18
Presently active in an ETHNIC organization	5	7	4
Feels he/she can influence political decisions in the state of Connecticut	36	37	35

TABLE 7.2 (continued)

Reporting Group	Percentage of Adults Responding		
	Total	Males	Females
How well informed do you feel in the area of public affairs?			
not well informed	33	23	41
fairly well informed	54	55	54
well informed	12	23	5
In the past year, has used public:			
libraries	77	66	85
museums	51	41	58
parks	92	89	94
recreation centers	59	56	60
schools	60	55	64

Voting. Seventy-one percent voted in the last presidential election, 60% voted in the last state election and 56% voted in the last local election.

Participation in organizations. About 24% reported that they were actively involved in a community service organization, 15% were active in a religious organization, and fewer than 5% were involved in either political, citizen or ethnic organizations.

Political power. When asked whether they feel they can influence political decisions in the state of Connecticut, 36% of the adults responded that they felt they could.

Knowledge of public affairs. Over half of the respondents felt they were "fairly well-informed" about public affairs, 33% reported that they were "not well-informed," and 12% felt they were "well-informed."

Use of public facilities. Seventy-seven percent of the respondents reported that they used the public libraries within the past year, 51% to 60% reported that they used the public museums, recreation centers and schools, and 92% reported that they used a public park within the last year.

Results for Questions on Evaluation of High School Experience

The participants were asked to describe how much their high school experiences taught them things related to the Citizenship/Social Studies objectives measured by the test. Table 7.3 presents these results for all respondents and for males and females, respectively.

Between 38% and 61% of the respondents felt that their high school experience taught them about each objective to "some" extent. Of greater interest was the fact that 60% felt that they received "a lot" of training in U.S. history and 41% felt this way in regard to the way the U.S. government is set up and what purpose each part serves.

By contrast, a substantial percentage felt they received "little or no" training related to the following five objectives:

- local and state history (39%)
- economic systems and how they work (40%)
- the relationship between individuals and society (51%)
- the ways our culture shapes values and behavior (47%)
- skills such as using maps, or locating, organizing and judging information (32%).

Achievement Results

The purpose of this section is to describe the performance of Connecticut young adults on the skills and knowledge measured by the test, and to compare the achievement of young adults with that of the 17-year-olds tested in CAEP, and with the young adults tested by NAEP in the nation and the Northeast. Table 7.4 presents the achievement results of Connecticut 17-year-olds and young adults on each test item, and the

TABLE 7.3

Results on Young Adult Perceptions of Value of High School Experience to Learning

Reporting Group	Percentage of Adults Responding								
	A Lot			Some			Little or None		
	Total	Males	Females	Total	Males	Females	Total	Males	Females
HOW MUCH DID YOUR HIGH SCHOOL EXPERIENCE TEACH YOU ABOUT:									
Local and state history?	8	7	9	53	55	52	39	38	39
U.S. history?	60	64	57	38	33	41	2	3	2
World history?	39	39	39	53	55	51	8	6	10
The way the U.S. government is set up and what purpose each part serves?	41	43	39	49	46	50	11	11	11
Different kinds of government?	17	17	16	61	65	59	22	19	25
The rights and liberties necessary to a democratic society?	24	22	25	59	57	61	17	22	14
The duties and responsibilities of U.S. citizenship?	21	17	23	52	59	48	27	25	29
Economic systems and how they work?	9	11	8	51	52	50	40	37	42
The relationship between geography and the way people live?	22	19	25	54	56	53	23	25	22
The relationship between individuals and society?	4	2	5	45	45	45	51	53	50
The ways your culture shapes values, behavior, and forms of such things as family and religion?	10	9	11	43	47	40	47	44	50

TABLE 7.3 (continued)

Reporting Group	Percentage of Adults Responding								
	A Lot			Some			Little or None		
	Total	Males	Females	Total	Males	Females	Total	Males	Females
Skills such as using maps or locating, organizing, and judging information?	21	19	22	48	43	51	32	38	27

TABLE 7.4

Percentage of Connecticut Adults and 17-Year-Olds Correctly Answering Test Items Assessed at Both Age Levels with National and Northeast Region Adult Comparisons Where Applicable

Item Number*	Connecticut		N.A.E.P. Adults	
	17-Year-Olds	Adults	Nation	Northeast
Objective 1: Local, State and U.S. History				
6 (11)	60	74		
31 (24)	64	83		
Objective 2: Historical Development and Contributions				
1 (1)	87	87		
14 (28)	73	82		
24 (45)	36	32		
Objective 3: Structure, Function and Process of U.S. Government				
3 (12)	88	98		
18 (40)	74	88		
19 (41)	36	26		
25		70	62	60
26		99	90	90
32 (25)	38	65		
Objective 4: Ideology and Practices of Political Systems				
9 (20)	64	91		
13 (6)	59	80		
33 (16)	55	61		

* First number is question position on Adult Survey Section IV; number in parentheses is question position on 17-Year-Old Test.

TABLE 7.4 (continued)

Item Number*			Connecticut		N.A.E.P. Adults	
			17-Year-Olds	Adults	Nation	Northeast
Objective 5: Essential Rights and Liberties and How Guaranteed						
	12	(23)	91	96		
	22			66	56	63
	23	(63)	54	65	52	55
Objective 6: Duties and Responsibilities of Citizenship						
	7	(13)	93	98		
	8	(17)	68	84		
Objective 7: Role of Political Opposition and Special Interest Groups						
	10	(21)	93	99	95	96
	11	(22)	24	40	54	55
Objective 8: Economic Systems and Economic Behavior						
	27			71	55	55
	29	(61)	71	74		
	30	(62)	73	92		
	35	(48)	53	69		
	36	(49)	79	92		
	37			32	30	29
Objective 9: Relationships Between Humans and Physical Environment						
	5	(5)	83	87		
	16	(33)	64	80		
NOTE: No Objective 10						

TABLE 7.4 (continued)

Item Number*		Connecticut		N.A.E.P. Adults	
		17-Year-Olds	Adults	Nation	Northeast
Objective 11: Nature of Conflict and Resolving Conflict					
15	(31)	95	95		
17	(36)	94	96		
34	(19)	83	91		
Objective 12: Cultural Universals					
4	(7)	71	79		
Objective 13: Culture Defines Beliefs and Influences Behavior					
2	(2)	55	56		
28	(60)	57	91		
Objective 14: Decision-Making Process Skills					
20	(55)	50	63		
21	(59)	77	91		
38			74	54	56
39			87	54	55

achievement of young adults in the nation and Northeast, where data are available. Highlights of these results are provided below.

Performance of Connecticut young adults.

- From 74% to 83% of the adults knew the purpose of the Constitution and could relate historical to recent events.
- Between 82% and 87% of the adults knew about the influence that England or events in England had on life in the U.S. However, only 32% could describe the influence that the Declaration of Independence had on other nations.
- Almost all of the adults (98% and 99%) knew that drivers' licenses are issued at the state level, and that U.S. Senators are elected to office. In addition, 88% of the adults knew which branch of the federal government generally writes and passes laws, and 70% knew that the Supreme Court can declare an act of Congress unconstitutional.
- Sixty-five percent of the adults knew the procedures of the electoral college, and 61% could identify the ideological basis for majority rule.
- Approximately 65% of the adults knew the basis of the Supreme Court ruling against the requirement of prayer in public schools, and 66% knew that a person did not have to believe in God to hold a public office.

- Nearly all of the respondents (98%) knew that voting is a basic duty of citizenship, and 84% knew that serving on a jury is a responsibility of citizenship.

- Ninety-nine percent of the adults could name the two largest political parties in the U.S.

- Seventy-one percent of the respondents could identify the purpose of forming the European Common Market. In addition, 74% knew that both the U.S. and U.S.S.R. are rich in natural resources, and 92% knew that the government ownership and control of industry exists in the Soviet Union but not in the U.S.

- About 69% of the adults understood specialization and division of labor, and 92% could discriminate between producer and consumer goods. However, only 32% knew the theoretical result of laissez-faire economics.

- Eighty percent knew the most likely place to site a city, given a topographical map.

- Ninety-one percent knew the purpose of the United Nations, and knew that television, novels and advertising have the most influence on determining sex roles in our society.

- Sixty-three percent of the respondents knew the purpose of the Reader's Guide to Periodical Literature, and 91% could form a logical conclusion from a political statement.

- Between 74% and 87% of the adults could correctly obtain information from graphs.

Comparing Connecticut Adults and 17-Year-Olds

In general, Connecticut young adults outperformed 17-year-olds on the items that were tested on both age groups. Young adults scored up to 27% above 17-year-olds on 29 out of 31 items. The only exceptions were found for two items, where 17-year-olds performed 4% and 10% above the young adults. These two questions measured more "factual" or "textbook" knowledge.

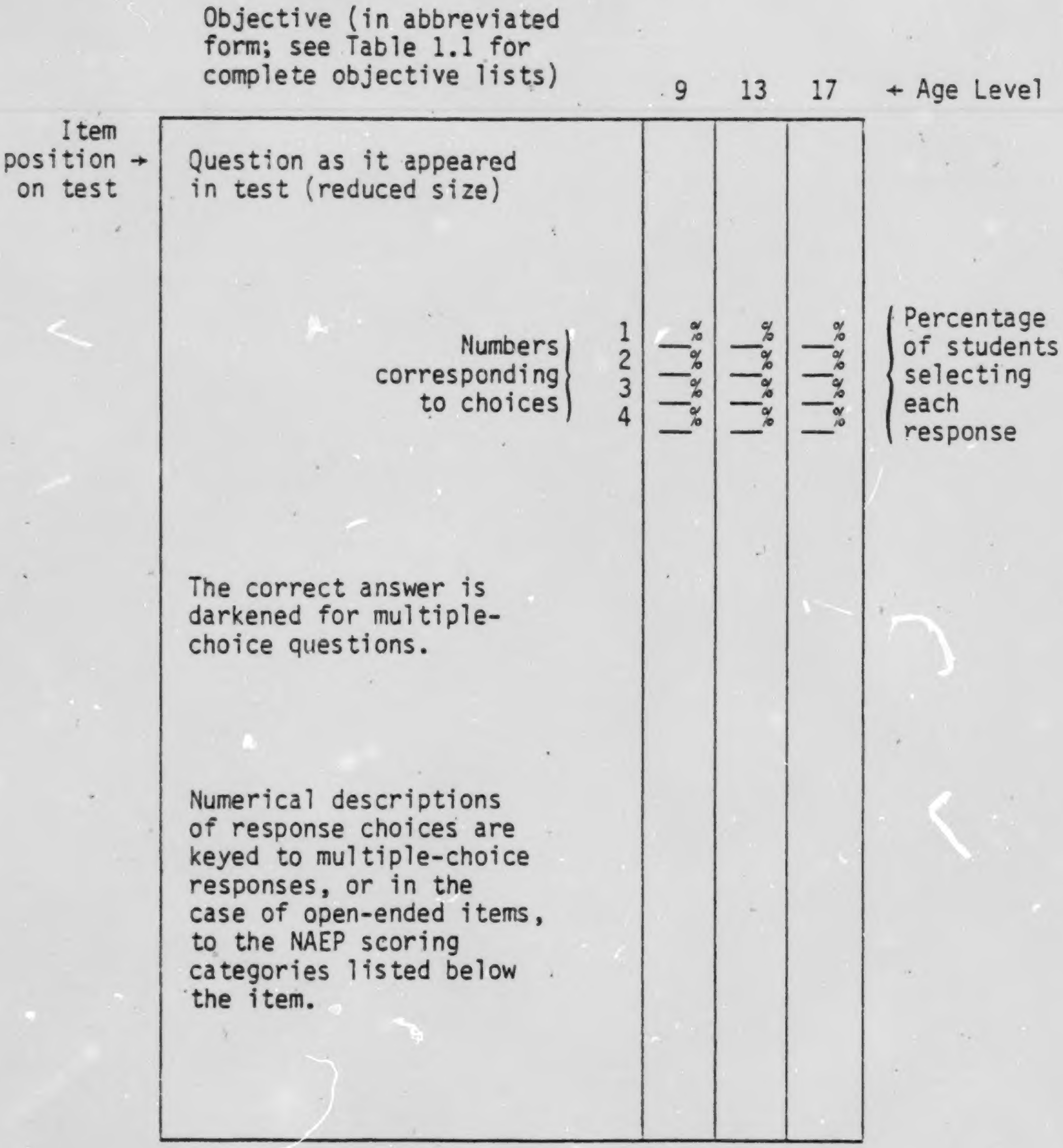
Comparing Connecticut Adults with Adults in the Nation and the Northeast Region

Of the 10 items available for comparisons, Connecticut young adults performed about the same or higher than young adults tested by NAEP across the nation and in the Northeast region. Differences in performance ranged from 2% to 20% higher for Connecticut adults.

APPENDIX A

Copies of Test Items for 9-, 13-, and 17-Year-Olds, with Corresponding Percentages of All Students Selecting Each Response

KEY FOR APPENDIX A


Objective (in abbreviated form; see Table 1.1 for complete objective lists)
9
13
17
← Age Level
Item position → on test
Numbers corresponding to choices
1
2
3
4
___%
Percentage of students selecting each response

Question as it appeared in test (reduced size)

The correct answer is darkened for multiple-choice questions.

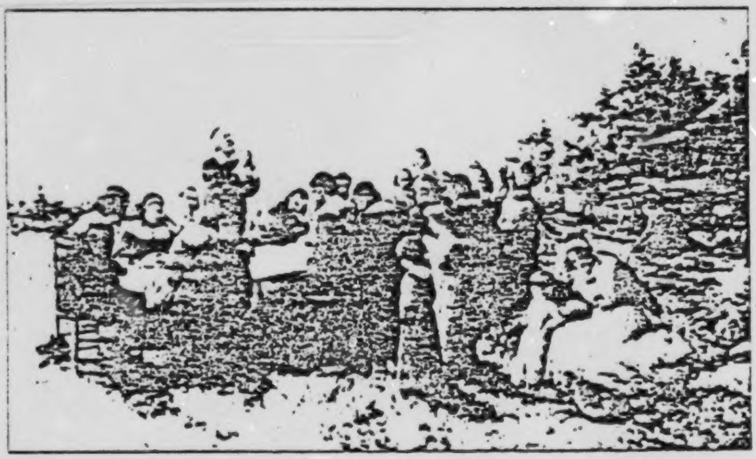
Numerical descriptions of response choices are keyed to multiple-choice responses, or in the case of open-ended items, to the NAEP scoring categories listed below the item.

1. Local, State and U.S. History

		9	13	17
2. Who was the FIRST president of the United States?				
1 ○ Dwight D. Eisenhower	1	2%		
2 ○ John F. Kennedy	2	3%		
3 ○ Abraham Lincoln	3	7%		
4 ● George Washington	4	88%		
3. The first written constitution in America was:				
1 ○ the Mayflower Compact	1		50%	35%
2 ● the Fundamental Orders	2		6%	6%
3 ○ the Articles of Confederation	3		9%	32%
4 ○ the United States Constitution	4		34%	27%
4. In 1954 the U.S. Supreme Court ruled against the idea of "separate-but-equal" school systems for white and black children, based on the fact that:				
1 ○ parents should have a right to decide where their children will be educated	1			16%
2 ● the educational opportunities offered by black schools were not equal to those offered by white schools	2			51%
3 ○ separate schools were an unnecessary expense to the taxpayers, and the Supreme Court was sensitive to this situation	3			24%
4 ○ the separate schools were not central enough, and all children had to spend too much time and energy traveling	4			9%
9. In which document did an American president warn other countries not to try to acquire any more colonies in the Americas?				
1 ● Monroe Doctrine	1		28%	67%
2 ○ Gettysburg Address	2		21%	8%
3 ○ Truman Doctrine	3		12%	9%
4 ○ Declaration of Independence	4		37%	16%
10. In what war did the United States fight against Japan?				
1 ○ War of 1812	1		3%	2%
2 ○ World War I	2		19%	16%
3 ● World War II	3		57%	69%
4 ○ Korean War	4		21%	12%

1. Local, State and U.S. History

5.



Which one of the following holidays are the people in the picture celebrating?

		9	13	17
1 ○ Flag Day	1	1%		
2 ○ Columbus Day	2	2%		
3 ● Thanksgiving Day	3	97%		
4 ○ the Fourth of July	4	1%		

11. The purpose of writing the Constitution of the United States was to:

		9	13	17
1 ○ establish the independence of the United States	1		58%	32%
2 ○ record the history of the republic	2		3%	1%
3 ● define a system of government	3		32%	60%
4 ○ explain the value of democracy	4		6%	7%

14. Which group was in North America first?

		9	13	17
1 ○ the English	1	9%		
2 ● the Indians	2	70%		
3 ○ the Vikings	3	15%		
4 ○ the Dutch	4	5%		

1. Local, State and U.S. History

		9	13	17
24. Listed below are four pairs of situations. Each contains one historical American conflict and one recent problem. Which of the four pairs contains two situations that are directly related?				
1 ● "Jim Crow" laws of the 19th century — discrimination in hiring black people	1			64%
2 ○ the Civil War — increasing unemployment in Northern and Southern industries	2			15%
3 ○ child labor laws — disagreement over legality of abortions today	3			16%
4 ○ temperance (drinking) laws — treatment of Vietnam War resisters	4			2%
26. What event was a factor in the westward movement in America in the 1800's?				
1 ○ First Transatlantic Flight	1		3%	
2 ○ Spanish-American War	2		13%	
3 ● Gold Rush	3		71%	
4 ○ Boston Tea Party	4		12%	
What event was a factor in the westward movement in America in the 1800's?				
1 ○ Pony Express	1			6%
2 ○ Spanish-American War	2			8%
3 ● Gold Rush	3			82%
4 ○ Boston Tea Party	4			3%
47. Which one of the following is a reason the American colonies rebelled against Great Britain?				
1 ○ to abolish slavery	1		8%	4%
2 ○ to obtain more religious freedom	2		31%	28%
3 ○ to obtain the right to vote for all adults	3		9%	3%
4 ● to obtain more control over what they might produce or with whom they might trade	4		51%	64%

2. Historical Development and Contributions

		9	13	17
1. Which one of the following countries has had the MOST influence on the way of life in the United States?				
1 ● England	1	53%	82%	87%
2 ○ France	2	8%	5%	3%
3 ○ Germany	3	16%	6%	7%
4 ○ Italy	4	9%	3%	2%
5 ○ Spain	5	9%	3%	1%
4. When Columbus sailed across the Atlantic, would he have been able to listen to a radio?				
1 ○ yes	1	2%	1%	
2 ● no	2	97%	99%	
8. From what people did we get the number system that we use today?				
1 ○ Romans	1		47%	47%
2 ○ Chinese	2		1%	2%
3 ○ English	3		24%	20%
4 ● Arabs	4		27%	31%
28. Which ONE of the following changes occurred in England when the Industrial Revolution began?				
1 ○ More people moved to rural areas.	1		8%	4%
2 ○ More people worked for themselves.	2		13%	6%
3 ● More people moved to cities and worked in factories.	3		54%	73%
4 ○ More people earned less money for their work.	4		24%	17%

2. Historical Development and Contributions

		9	13	17
45. The Declaration of Independence has best aided other nations in that:				
1 ○ foreign countries can read about the basic reasons for our having sought colonial freedom	1			23%
2 ○ it not only protects the rights of Americans, but it also protects the rights of all independent countries	2			29%
3 ○ all great political ideas spring from this one document	3			11%
4 ● it has served as a reference for countries seeking independence from colonial rule since the end of World War II	4			36%
53. The Greek civilization has had the greatest influence on which of the following areas of modern American culture?				
1 ○ industry	1			4%
2 ● architecture	2			73%
3 ○ business	3			4%
4 ○ language	4			18%

3. Structure, Function and Process of U.S. Government

		9	13	17
3. The capital of Connecticut is:				
1 ○ Bridgeport	1	7%		
2 ● Hartford	2	77%		
3 ○ New Haven	3	12%		
4 ○ Waterbury	4	4%		
9. Local governments pay policemen with the money people pay in taxes.				
1 ● true	1	53%		
2 ○ false	2	47%		
10. Which person is part of the Connecticut state government?				
1 ○ letter carrier	1	1%		
2 ● governor	2	69%		
3 ○ school principal	3	3%		
4 ○ president	4	26%		
12. You get a driver's license from which of the following?				
1 ○ United States government	1	15%		
2 ● Connecticut government	2	25%		
3 ○ town or city government	3	59%		
Driver's licenses are issued by which level of government?				
1 ○ federal	1		17%	5%
2 ● state	2		65%	88%
3 ○ county	3		4%	2%
4 ○ local	4		14%	5%

3. Structure, Function and Process of U.S. Government

25. The results of the presidential election from one state are as follows:

Candidate A received 45 percent of the popular votes.
Candidate B received 40 percent of the popular votes.
Candidate C received 15 percent of the popular votes.

What percent of this state's ELECTORAL VOTES would traditionally go to Candidate A?

		9	13	17
1 ○ 45 percent	1			36%
2 ○ 51 percent	2			14%
3 ○ $66\frac{2}{3}$ percent	3			11%
4 ● 100 percent	4			38%

35. The Congress of the United States is made up of two parts. One part is the House of Representatives. What is the other part?

		9	13	17
1 ○ Assembly	1		4%	
2 ○ Electoral College	2		1%	
3 ● Senate	3		70%	
4 ○ State Department	4		5%	
5 ○ Supreme Court	5		19%	

46. When might a state have more senators than it has representatives?

		9	13	17
1 ○ when it has a small area	1		9%	8%
2 ○ when it has a large area	2		15%	11%
3 ● when it has a small population	3		28%	46%
4 ○ when it has a large population	4		47%	35%

3. Structure, Function and Process of U.S. Government

There are three branches of the federal government: the executive, the legislative, and the judicial. Each branch has different responsibilities. Fill in the circle below the branch of government which has the major responsibility for each of the following functions.

		Executive Branch	Legislative Branch	Judicial Branch	I don't know.		9	13	17
40.	Writing and passing laws	1 ○	2 ●	3 ○	4 ○	1		18%	14%
						2		55%	74%
						3		17%	7%
						4		10%	4%
41.	Directing the carrying out of laws	1 ●	2 ○	3 ○	4 ○	1		29%	36%
						2		26%	15%
						3		34%	43%
						4		10%	5%
42.	Judging if laws are constitutional	1 ○	2 ○	3 ●	4 ○	1		15%	12%
						2		12%	13%
						3		66%	71%
						4		7%	4%
43.	Vetoing bills	1 ●	2 ○	3 ○	4 ○	1		49%	70%
						2		26%	18%
						3		11%	6%
						4		13%	5%
44.	Approving presidential appointments to office	1 ○	2 ●	3 ○	4 ○	1		36%	28%
						2		30%	48%
						3		15%	11%
						4		19%	12%

4. Ideology and Practices of Political Systems

		9	13	17
8. A society where citizens have a chance to help make decisions on political issues is called a(n):				
1 ○ minority	1		14%	
2 ● democracy	2		77%	
3 ○ welfare	3		3%	
4 ○ economy	4		6%	
One disadvantage of our constitutional form of government compared to other forms is that:				
1 ○ we have trials by jury	1			9%
2 ● social change takes longer to accomplish	2			59%
3 ○ people can criticize the government	3			20%
4 ○ military service is required of some citizens	4			12%
16. Democratic societies accept the principle that the majority should rule. This principle is based upon all of the following ideas EXCEPT:				
1 ○ people should govern themselves	1		25%	20%
2 ○ there will be some differences of opinion on most issues	2		18%	14%
3 ● whatever the majority does is right	3		40%	55%
4 ○ the judgment of many people is likely to be better than the judgment of a few	4		17%	10%
20. Which ONE of the following speakers probably lives in a dictatorship? Speaker 1: "It is more efficient for the state to do some of the planning, but some things must be left to the local community." Speaker 2: "It is probably best for the country if there is central control." Speaker 3: "If everyone does his own thing, it's not efficient, but it's more fun." Speaker 4: "I really think that we probably live best with the ruler and parliament working together."				
1 ○ Speaker 1	1		17%	8%
2 ● Speaker 2	2		37%	64%
3 ○ Speaker 3	3		13%	5%
4 ○ Speaker 4	4		32%	22%

4. Ideology and Practices of Political Systems

		9	13	17
29. Education for the children is a characteristic of:				
1 ○ a democratic system	1		26%	31%
2 ○ a totalitarian system	2		18%	8%
3 ● both democratic and totalitarian systems	3		55%	60%
30. Opposition to the leadership in power, publicly expressed, is a characteristic of:				
1 ● a democratic system	1		52%	67%
2 ○ a totalitarian system	2		28%	20%
3 ○ both democratic and totalitarian systems	3		19%	13%
50. The main difference between the press in our democratic society and the press in a dictatorship is that:				
1 ○ newspapers in a dictatorship have a greater number of staff members than do newspapers in the United States	1			2%
2 ○ the staff of newspapers in a dictatorship comes from a wider variety of backgrounds than does the staff in the United States	2			7%
3 ● dictatorships strictly control the subjects of newspaper stories, while the United States government has no legal control over the newspapers	3			81%
4 ○ radical editorials are encouraged in all United States newspapers, while they are not encouraged in countries with dictatorships	4			9%

11. Nature of Conflict and Resolving Conflict

		9	13	17
8. Can the United States and the Soviet Union work together to have peace by sharing information with each other?				
1 ● yes	1	73%		
2 ○ no	2	27%		
11. Which ONE of the following tells one of the reasons why people sometimes do not agree?				
1 ○ They like to talk to each other.	1	4%		
2 ○ They like to fight.	2	5%		
3 ○ There are many people.	3	2%		
4 ● People have different ideas about things.	4	90%		
13. What is an important problem in most large cities in the United States?				
1 ○ pets	1	2%		
2 ○ teachers	2	5%		
3 ● crime	3	89%		
4 ○ clothes	4	3%		
19. What is the main purpose of the United Nations?				
1 ○ to enforce international laws	1		12%	8%
2 ○ to spread democracy throughout the world	2		10%	5%
3 ○ to organize student exchanges between countries	3		6%	1%
4 ● to help nations settle their differences peaceably	4		64%	83%
5 ○ to have a world government take the place of national government	5		8%	3%
21. Can countries work together to have peace by selling food and tools to each other?				
1 ● yes	1	71%		
2 ○ no	2	28%		

11. Nature of Conflict and Resolving Conflict

		9	13	17
31. Below are the names of some imaginary countries that are neighbors. In which of the following situations would the two neighboring countries be most likely to work together?				
1 ○ Lam has coal but not enough wheat. Alf has coal but not enough cotton.	1		3%	1%
2 ● Dara has oil but not enough food. Mondo has food but not enough oil.	2		87%	95%
3 ○ Clow has food but not enough water. Tarm has food but not enough wood.	3		6%	2%
4 ○ Kant has sugar but not enough copper. Nale has potatoes but not enough fish.	4		3%	1%
34. Kolo is a country with two neighbors. The people of Extor are rich and highly skilled. The people of Romac are poor and unskilled. People from both countries want to immigrate into Kolo, but Kolo only wants people who are rich and skilled. What is the most difficult aspect of this problem for Kolo if it wants to maintain good relations with both neighbors?				
1 ○ Any law which allows immigrants into Kolo will ruin the economy.	1		13%	11%
2 ○ There are a lot of jobs available in Kolo.	2		15%	9%
3 ● One common law governing all immigrants will not settle the problem.	3		39%	55%
4 ○ There is a higher standard of living in Kolo.	4		31%	24%
36. Sandy and Sue want to watch TV. Sandy wants to watch his favorite show. Sue wants to watch another show. They end up turning off the TV. Which of the following is most likely the problem?				
1 ○ There are too many good shows.	1	9%		
2 ○ It's a nice day and they should be outside.	2	9%		
3 ○ The television isn't working.	3	3%		
4 ● They can't decide which program to watch.	4	79%		
A new family, the Joneses, moves into the neighborhood. The family next door, the Smiths, decides that they are poor neighbors. Which of the following is the BEST first step toward solving the problem?				
1 ○ The Smiths sell their house and move elsewhere.	1		4%	4%
2 ● The Smiths sit down with the Joneses and discuss their differences.	2		91%	94%
3 ○ The Smiths put a nasty sign on the Joneses' lawn.	3		2%	1%
4 ○ The Smiths get up a petition in the neighborhood against the Joneses.	4		3%	1%

11. Nature of Conflict and Resolving Conflict

		9	13	17
38. Two groups of people live on an island. They have different religions, eat different foods, and speak different languages. There is fear and hatred between the two groups. What is the most democratic solution to this problem?				
1 ○ make one group leave the island	1		1%	
2 ○ divide the island and make each group live in its own part of the island	2		15%	
3 ○ fight it out until one of the groups is killed off	3		3%	
4 ● choose people from both groups to write laws that will protect everyone's rights	4		79%	
5 ○ let the group that is biggest decide everything for all of them	5		2%	
66. People all over the world go hungry much of the time, and there is a need to find ways to avoid increasing worldwide starvation. All of the following could help to solve this problem EXCEPT:				
1 ○ more equal distribution of foodstuffs	1			8%
2 ○ development of hardier and higher-yield plants	2			12%
3 ● each country being responsible for feeding its own people	3			53%
4 ○ wider education about birth control methods	4			26%

5. Essential Rights and Liberties

		9	13	17
6. Every person in the United States has the right to:				
1 ○ go into someone else's home	1	3%		
2 ○ steal a bicycle	2	1%		
3 ○ read someone else's mail	3	1%		
4 ● belong to any church	4	95%		
23. In a court, which one of the following has the job of making sure that the trial is fair and run according to the rules?				
1 ● the judge	1	72%	80%	91%
2 ○ the lawyer	2	13%	8%	4%
3 ○ the jury	3	9%	11%	4%
4 ○ the person on trial	4	5%	1%	0%
24. Generally the law does not allow the police to search somebody's house without written permission from a judge. Why do we have this law?				
1 ○ to limit searches to police officers	1		2%	
2 ● to protect people's right to privacy	2		92%	
3 ○ to give a person time to find a lawyer	3		2%	
4 ○ to keep people from getting rid of evidence	4		3%	
5 ○ to allow the owner of the house to watch the search	5		1%	
37. Segregation, the separation of people according to race, has all of the following social consequences EXCEPT that it:				
1 ○ contributes to inequality of educational opportunity	1			8%
2 ○ contributes to unequal job opportunities	2			11%
3 ● contributes to the full use of human resources	3			51%
4 ○ prevents or slows down the influence of each cultural heritage on the other	4			30%
38. A terrorist is accused of trying to kill a member of Congress. The terrorist refuses to testify on the grounds that he might incriminate himself. Does he have to testify in court?				
1 ○ yes, because terrorists are a threat to the United States	1			4%
2 ○ yes, if the prosecutor can show proof that he did try to kill the congressman	2			39%
3 ● no, because he is protected by an amendment to the Constitution	3			57%

5. Essential Rights and Liberties

39. A group of people purposely shout and hoot to drown out a speaker in a city park. They should realize that:

		9	13	17
1 ○ they would probably agree with the speaker if they listened to him or her	1		16%	4%
2 ○ the police will arrest each of them	2		6%	3%
3 ● they are denying someone freedom of speech	3		74%	91%
4 ○ other people agree with them, but just aren't saying so	4		4%	2%

45. In the Declaration of Independence it says, "All men are created equal." Which of the following is the best meaning of that sentence?

		9	13	17
1 ○ Everyone deserves the same pay.	1		1%	
2 ● Everyone has the same rights.	2		88%	
3 ○ Everyone has the same goals in life.	3		3%	
4 ○ Everyone has the same abilities.	4		7%	

56. Which one of the following rights is provided for each citizen in the United States Constitution?

		9	13	17
1 ○ the right to have a good job	1		14%	
2 ○ the right to go to college when he is old enough	2		11%	
3 ● the right to go to any church he wants to attend	3		63%	
4 ○ the right to have enough money to buy a nice house	4		10%	

63. The Supreme Court ruled that it is unconstitutional to require prayer and formal religious instruction in public schools. Which one of the following was the basis for its decision?

		9	13	17
1 ○ The requirements violated the right to freedom of speech.	1			12%
2 ○ There was strong pressure put on the Supreme Court by certain religious minorities.	2			28%
3 ● Religious exercises violated the principles of the separation of church and state.	3			54%
4 ○ Every moment of the valuable school time was needed to prepare students to earn a living.	4			5%

6. Duties and Responsibilities of Citizenship

		9	13	17
7. Everyone in the United States who makes money must:				
1 ● pay taxes	1	92%		
2 ○ vote	2	2%		
3 ○ get married	3	1%		
4 ○ study	4	5%		
13. Of the following, the most basic duty of a citizen is to:				
1 ○ serve on local committees	1		11%	2%
2 ○ run for local office	2		2%	0%
3 ○ own property	3		6%	5%
4 ● vote in elections	4		81%	93%
17. Serving on a jury is:				
1 ● a responsibility of citizenship	1		55%	68%
2 ○ an opportunity reserved for the middle class	2		4%	1%
3 ○ a way to get nominated for an elected office	3		4%	1%
4 ○ a right of citizenship	4		37%	29%
20. Everyone who lives in the United States must:				
1 ○ go to church	1	2%		
2 ● obey the laws	2	96%		
3 ○ travel by bus	3	1%		
4 ○ dress neatly	4	1%		

7. Role of Opposition and Interest Groups

		9	13	17
14. Sometimes, civil disobedience is a useful method for bringing change because it:				
1 ○ always works	1		3%	1%
2 ○ focuses a lot of attention on the issue	2		50%	71%
3 ○ involves little or no risk	3		8%	3%
4 ○ motivates most people to change	4		38%	24%
18. Why is it good to have at least two people running in an election?				
1 ○ You can vote for more than one person.	1	18%		
2 ○ You must vote for the largest party.	2	3%		
3 ● You can choose the best person to vote for.	3	72%		
4 ○ You do not have to vote.	4	6%		
Why do we usually have at least two candidates for each office in an election?				
1 ○ so more people can hold office	1		3%	1%
2 ○ so elections can be honest	2		8%	5%
3 ● so people can have a choice	3		86%	94%
4 ○ so we can reduce the costs of elections	4		3%	1%
19. A company wants to build a shoe factory beside a river. They will dump garbage into the river. Which group would not like this?				
1 ○ the people building the factory	1	10%		
2 ● the people who want to swim in the river	2	77%		
3 ○ the people who want jobs in the factory	3	6%		
4 ○ the people in the town who need shoes	4	6%		

7. Role of Opposition and Interest Groups

21. What are the two largest political parties in the United States?

☐

(1) ____________________

(2) ____________________

NAEP SCORING CRITERIA

(1) acceptable response; two correct answers given
(2) unacceptable response; two correct answers not given

	9	13	17
1		71%	93%
2		18%	4%

22. Name another political party in the United States.

☐

____

NAEP SCORING CRITERIA

(1) acceptable response; one correct answer given
(2) unacceptable response; no correct answer given
(3) unacceptable response; "Independent"
(4) unacceptable response; "Totalitarian"

	9	13	17
1		5%	24%
2		33%	15%
3		22%	40%
4		6%	2%

35. Television stations that are reluctant to air editorials that deal with controversial issues or take a stand that may not be popular are probably concerned about:

1 ● the reaction of their advertisers who support the station
2 ○ their responsibility to represent all sides of an issue
3 ○ being taken to court
4 ○ violating the U.S. Constitution

	9	13	17
1			53%
2			33%
3			7%
4			6%

8. Economic Systems and Economic Behavior

24. Which one of the sentences tells HOW a man who owns a shoe store expects to make money?

			9	13	17
1 ○	He gets the shoes free from the factory.	1	7%		
2 ○	He has his store close to the shoe factory.	2	5%		
3 ●	He makes or buys the shoes for LESS than he sells them.	3	52%		
4 ○	He makes or buys the shoes for MORE than he sells them.	4	35%		

37. Billy went to a department store with his mother. As they went into the store, Billy saw a sign in the store window. The sign looked like this:

BUY NOW
PAY LATER

Which one of the following sentences tells what the sign means?

			9	13	17
1 ○	The store is having a sale.	1	11%	6%	
2 ○	Some things in the store are free.	2	4%	1%	
3 ●	You can pay at another time for what you buy today.	3	83%	91%	
4 ○	You can trade something you have for something you want.	4	2%	2%	

38. Timmy bought a toy car for $1.50. He had to give the man $1.61. The extra 11 cents was probably for which one of the following?

			9	13	17
1 ○	interest	1	7%		
2 ●	taxes	2	77%		
3 ○	a tip	3	12%		
4 ○	wrapping	4	4%		

48. Specialization and division of labor result in:

			9	13	17
1 ●	more interdependence among people	1		34%	53%
2 ○	less interdependence among people	2		20%	19%
3 ○	the same amount of interdependence among people	3		36%	20%
4 ○	no interdependence among people	4		7%	6%

8. Economic Systems and Economic Behavior

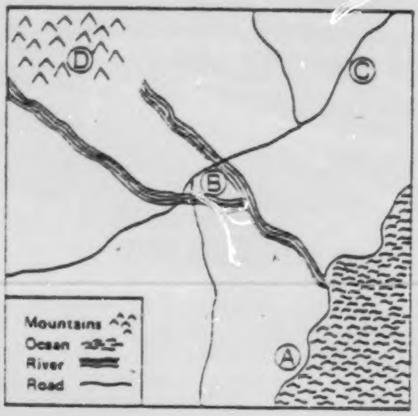
		9	13	17
49. Economists divide purchases into two groups: producer goods and consumer goods. A farmer buys seed, fertilizer, a tractor, and a new coat for his wife. Which one of the things that the farmer bought is in the group of consumer goods?				
1 ○ seed	1		21%	13%
2 ○ tractor	2		9%	6%
3 ○ fertilizer	3		7%	3%
4 ● new coat for his wife	4		62%	79%
50. You have been studying your community. You have found out that the largest business makes cars. This information tells you that the company:				
1 ● provides goods	1		22%	
2 ○ provides services	2		16%	
3 ○ provides both goods and services	3		58%	
4 ○ provides neither goods nor services	4		4%	
52. What is most likely to happen when an item which many people want to purchase becomes scarce?				
1 ○ People lose their desire for the item.	1		7%	3%
2 ○ People stop using money and begin using coupons.	2		4%	2%
3 ● People have to pay higher prices to purchase the item.	3		79%	92%
4 ○ People form consumer groups to make sure the item is distributed fairly.	4		8%	4%
The following statements describe various economic conditions. For each statement, choose the answer which BEST describes where the stated condition exists. The answer may be the United States only or the Soviet Union only or BOTH the United States and the Soviet Union.				
51. The country is rich in natural resources.				
1 ○ United States only	1		23%	23%
2 ○ Soviet Union only	2		11%	6%
3 ● both the United States and the Soviet Union	3		66%	71%
52. The organization of industry is based on government ownership and control.				
1 ○ United States only	1		27%	13%
2 ● Soviet Union only	2		42%	73%
3 ○ both the United States and the Soviet Union	3		30%	14%

9. Relationships Between Humans and Physical Environment

		9	13	17
5. Early settlers on the Great Plains of the United States frequently built houses made of sod. Which ONE of the following explains why this was done?				
1 ○ Sod houses were cleaner than other forms of housing.	1		1%	1%
2 ● Sod was the only readily available building material.	2		71%	83%
3 ○ It took less time to construct a sod house than to construct one of wood.	3		23%	13%
4 ○ Sod houses were like the ones that they had left behind them.	4		4%	3%
22. A river runs through a town. The town needs:				
1 ○ farms	1	6%		
2 ○ churches	2	2%		
3 ○ fences	3	2%		
4 ● bridges	4	89%		
27. If you live in Florida, which ONE would you NOT buy?				
1 ● heavy winter clothing	1	91%		
2 ○ ground beef	2	3%		
3 ○ a new dress	3	3%		
4 ○ a television set	4	3%		
28. You are going on a trip across the desert. You can ONLY take the most important things. Which of these things could you live without?				
1 ○ water	1	13%		
2 ● clock	2	72%		
3 ○ tent	3	3%		
4 ○ food	4	5%		

9. Relationships Between Humans and Physical Environment

33.



Look at the map. Where would you be most likely to find a city located?

1 ○ A
2 ● B
3 ○ C
4 ○ D

	9	13	17
1	9%	13%	13%
2	22%	51%	64%
3	58%	34%	23%
4	11%	2%	1%

51. Water has been taken from the Colorado River and sent in canals to the Mohave Desert. Which ONE of the following changes is LEAST likely to take place?

1 ○ More crops can be grown.
2 ○ More people will move to the desert.
3 ○ There will be more agriculture in the desert.
4 ● The Colorado River will change its course.

	9	13	17
1		11%	
2		24%	
3		20%	
4		43%	

Water has been taken from the Colorado River and sent in canals to the Mohave Desert. Which ONE of the following changes is NOT likely to take place?

1 ○ More crops can be grown.
2 ○ Many people will build new recreational facilities.
3 ○ The soil will improve.
4 ● People will move to the desert.

	9	13	17
1			6%
2			42%
3			15%
4			36%

65. Suppose you are shown a picture of a village in a river valley in the Swiss Alps. Which one of the following would be evidence that man has changed the physical environment in a major way?

1 ○ a chairlift for skiers
2 ○ homes made of stone and wood
3 ● a dam on the river
4 ○ peaked roofs on the houses

	9	13	17
1		23%	
2		23%	
3		42%	
4		9%	

10. Relationships Between Humans and Social Environment

		9	13	17
15. Read the following list: (1) teaching right from wrong (2) giving love (3) caring for children (4) meeting basic needs In our country, who usually does all of these things?				
1 ○ school	1	10%	7%	2%
2 ● family	2	58%	83%	91%
3 ○ church	3	11%	6%	5%
4 ○ government	4	21%	3%	1%
27. A family settling in Connecticut during the 1640's would have many functions. Choose the ONE response below that best describes these functions.				
1 ○ to protect themselves against the hostile weather	1		2%	1%
2 ○ to provide food and shelter in order to survive	2		15%	10%
3 ○ to provide love and support for family members	3		4%	2%
4 ● all of the above	4		79%	87%
35. Judy wants to join a group where she can do things with her friends. Which of the following should she do?				
1 ○ learn to play the piano	1	3%		
2 ○ get a pet	2	2%		
3 ● join the Girl Scouts	3	92%		
4 ○ read a book	4	3%		
54. You have a new teacher for sociology. Mr. Gomez makes the following statement to the class the first day and then asks you to decide what kind of group it represents. Choose the ONE group represented by the statement, "I am a Democrat."				
1 ○ family group	1		12%	7%
2 ○ peer group	2		8%	7%
3 ● national group	3		60%	75%
4 ○ international group	4		17%	11%
66. A social condition most likely to result from an improved transportation system is:				
1 ○ fewer changes in customs and traditions	1		14%	
2 ○ more problems in communication	2		18%	
3 ● greater independence from the local community	3		55%	
4 ○ less opportunity to change jobs	4		9%	

12. Cultural Universals

		9	13	17
7. Which ONE of the following would you NOT be likely to find in every culture?				
1 ○ some way for people to talk to each other	1		11%	10%
2 ○ some form of shelter	2		6%	4%
3 ● some political parties	3		60%	71%
4 ○ some way in which families are organized	4		23%	14%
25. How are people in Japan, France, and the United States alike?				
1 ○ Most people have names that sound the same.	1	7%	1%	
2 ○ Most people work at the same types of jobs.	2	29%	32%	
3 ● Most people live together in families.	3	45%	61%	
4 ○ Most people speak the same language.	4	18%	6%	
26. Everyone in the world needs certain things in order to live. Mark the thing people COULD live without.				
1 ○ food	1	12%		
2 ● car	2	77%		
3 ○ shelter	3	5%		
4 ○ water	4	4%		
31. Which ONE of the following is an example of shelter?				
1 ○ a mother and daughter harvesting rice	1	7%		
2 ○ children studying	2	6%		
3 ● apartments	3	82%		
4 ○ posters on a building	4	5%		
32. Most people in different cultures throughout the world have a major form of which of the following?				
1 ● religion	1		73%	84%
2 ○ slavery	2		2%	1%
3 ○ democracy	3		16%	8%
4 ○ welfare	4		9%	6%

4

13. Culture Defines Beliefs and Influences Behavior

		9	13	17
2. Believing that our country is the BEST is an example of:				
1 ○ social organization	1		38%	27%
2 ○ manners	2		5%	1%
3 ○ technology	3		25%	17%
4 ● values	4		31%	55%
16. The country that you live in will have the MOST effect on which of the following?				
1 ● what they teach in school	1	64%		
2 ○ your feelings for your parents	2	26%		
3 ○ how fast you grow	3	4%		
4 ○ how much you sleep	4	4%		
17. Tommy usually obeys the rules at school. He would be most likely to:				
1 ● come to class on time	1	91%		
2 ○ cause trouble in class	2	5%		
3 ○ talk back to the teacher	3	3%		
4 ○ throw paper in the classroom	4	1%		
53. As a result of changing roles for men and women in the United States, there have been:				
1 ● more women doing jobs that were traditionally reserved for men	1		80%	
2 ○ no changes in the employment status of women	2		6%	
3 ○ no change in the employment status of men	3		6%	
4 ○ fewer women employed than in past years	4		7%	
56. In accordance with Soviet values, a Soviet citizen might believe that poverty in the United States is the result of:				
1 ○ laziness on the part of Americans	1			30%
2 ● an unfair economic system	2			44%
3 ○ a planned economy	3			7%
4 ○ overpopulation	4			18%

13. Culture Defines Beliefs and Influences Behavior

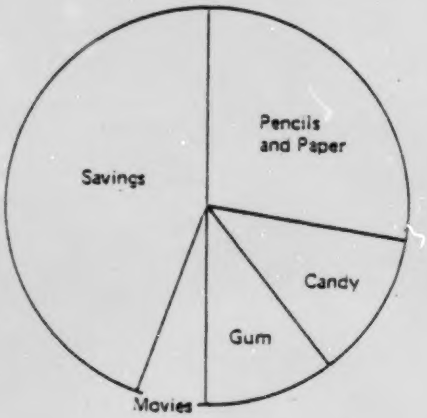
		9	13	17
57. You have just discovered a tribe of people who live in a remote part of an island. They have not seen any people from the United States before. You find that these people all live together in a single large hut. No one owns anything. Everyone takes what is needed from what is available to the whole tribe. Which ONE of the following statements seems to be a basic belief of this tribe?				
1 ○ The tribe believes that every person should look out for himself.	1		11%	
2 ○ The tribe believes that contact with other nations is important.	2		8%	
3 ● The tribe believes that all people should share with others.	3		77%	
4 ○ The tribe believes that sharing is bad for people.	4		3%	
60. Which of the following has the MOST influence on what men and women in our society think their sex roles should be?				
1 ○ the way people look and act in other societies	1		20%	30%
2 ○ books about the male and female body	2		20%	7%
3 ● television shows, novels, and advertising	3		42%	57%
4 ○ the size of a person's family	4		17%	6%
65. Which ONE of the following statements BEST states the relationship?				
1 ○ A culture is not shaped by its traditions.	1			2%
2 ○ The traditions of a culture have no effect on the roles of the society.	2			6%
3 ● Any culture reflects its traditions.	3			34%
4 ○ The roles of a society are shaped by the traditions of the cultures around it.	4			56%

14. Decision-Making Process Skills

29. It is true that many people in India do not have enough to eat. Which one of the following does this fact tell us?

		9	13	17
1 ○ India is a very large country.	1	21%		
2 ○ People in India eat a lot of meat.	2	8%		
3 ● Some children in India go to bed hungry.	3	66%		
4 ○ Many people in China do not have enough to eat.	4	4%		

30. Debbie's Allowance for Six Months



This is how Debbie used her allowance in the last six months. Use the graph to decide which of the following is true.

		9	13	17
1 ● She saved more than she spent for candy.	1	73%		
2 ○ She spent more for movies than for other things.	2	11%		
3 ○ She did not save any money.	3	15%		

32. Which one of the following would be BEST to use to find out where Mexico is?

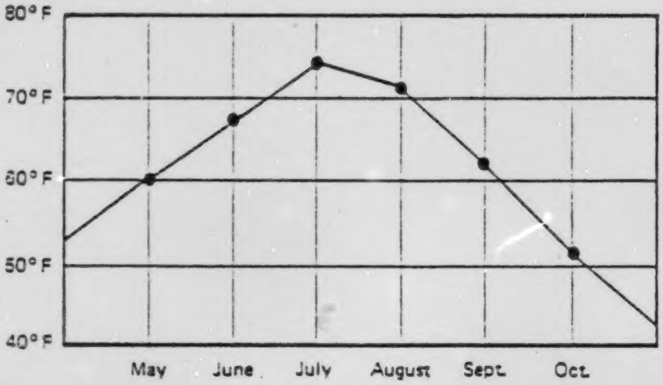
		9	13	17
1 ○ a dictionary	1	3%		
2 ○ a storybook	2	2%		
3 ● a globe	3	93%		
4 ○ a newspaper	4	2%		

14. Decision-Making Process Skills

34. Bob and Tom are playing. They have three balls, a game, and some other toys. But both Bob and Tom want to play with the same ball and they do not want to play together. So they begin to fight. Which one of the following is the problem here?

		9	13	17
1 ○ There are not enough toys.	1	6%		
2 ○ Bob and Tom should be working, not playing.	2	4%		
3 ○ Bob and Tom should watch television instead.	3	3%		
4 ● Bob and Tom don't know how to share their toys.	4	87%		

39. Look at the graph. Then answer the question below it.



The temperature was highest in what month?

		9	13	17
1 ○ June	1	4%		
2 ● July	2	89%		
3 ○ August	3	4%		
4 ○ September	4	3%		

55. Suppose you want to find a recent magazine article about Mrs. Marie Bancroft Weaver, a woman who has said that she would like to run for the presidency. Which one of the following sources would you use to locate the article?

		9	13	17
1 ○ Time	1		54%	42%
2 ○ The World Almanac	2		8%	4%
3 ○ The World Book Encyclopedia	3		9%	4%
4 ● The Readers' Guide to Periodical Literature	4		29%	50%

14. Decision-Making Process Skills

57. Read the following statements made by four speakers. You will be asked to tell which speaker bases his opinion on facts rather than on his personal feelings.

Speaker 1: "I think Hunter lost the election because members of his own political party failed to support him. I heard from Walters that the Crash Party decided at a secret meeting not to work for Hunter but to support his opponent, Pailor."

Speaker 2: "I don't think so. Hunter's campaign manager told me that Pailor's workers were buying votes. They were offering the people two dollars each if they would vote for Pailor. That's why Hunter lost."

Speaker 3: "I disagree with both of you. According to a poll taken after the election, 84 percent of the people questioned said they voted for Pailor because he promised to lower taxes. Hunter lost the election largely because of this issue."

Speaker 4: "It is perfectly obvious that Hunter lost because of his religion. I've heard people all over town whispering that they would never vote for a member of that religion."

Which speaker bases his opinion more on facts than on his personal feelings?

		9	13	17
1 ○ Speaker 1	1			4%
2 ○ Speaker 2	2			6%
3 ● Speaker 3	3			83%
4 ○ Speaker 4	4			8%

58. Read the following statement made by Mr. Jones. Then answer the question which follows it.

"Political bosses manage to keep control of city governments because many voters do not carry out their responsibility to vote on election days."

Although Mr. Jones does not say so, which one of the following does he suggest?

		9	13	17
1 ○ Citizens who vote dislike political bosses.	1		6%	3%
2 ○ It is impossible to get rid of political bosses.	2		11%	7%
3 ○ Political bosses are a necessary part of city government.	3		31%	15%
4 ● If all citizens voted there would be fewer political bosses.	4		51%	75%

59. Read the two statements below. Then answer the question which follows them.

(1) Freedom of speech is necessary to a democracy.
(2) There was no freedom of speech in Nazi Germany.

Which one of the following statements is a logical conclusion to the two statements above?

		9	13	17
1 ○ Hitler made very few speeches.	1		4%	2%
2 ● Nazi Germany was not a democracy.	2		59%	77%
3 ○ There were no democrats in Nazi Germany.	3		18%	9%
4 ○ Countries which opposed Nazi Germany had freedom of speech.	4		18%	12%

14. Decision-Making Process Skills

63. Suppose you were studying the Civil War in your social studies class and you wanted to find the answers to these two questions:

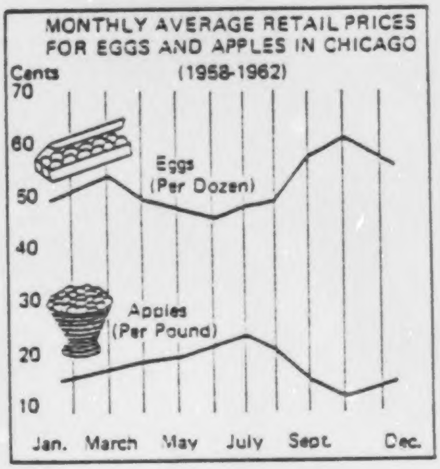
How did Lincoln feel about the South?
How did the South feel about Lincoln?

On the opposite page are four of the cards you might find under LINCOLN, ABRAHAM in the card catalogue in the school library. Fill in the circle beside the card for the book that would BEST help you answer the two questions above.

			9	13	17
1 ○	B Brooks, Noah, 1830-1903 LIN Abraham Lincoln and the downfall of American slavery, by Noah Brooks. New York, G.P. Putnam's Sons, 1894. 1. Lincoln, Abraham, Pres. U.S., 1809-1865.	1		3%	
2 ○	LINCOLN, ABRAHAM, President United States, 1809-1865 B Gore, John Rogers, 1874- LIN The boyhood of Abraham Lincoln; from the spoken narratives of Austin Gollaher, illustrated from photographs. Indianapolis, Bobbs-Merrill Co., 1921. 1. Lincoln, Abraham, Pres. U.S., 1809-1865.	2		7%	
3 ○	B Leland, Charles Godfrey, 1824-1903 LIN Abraham Lincoln and the abolition of slavery in the United States, by Charles Godfrey Leland. New York, G.P. Putnam's Sons, 1879. 1. Lincoln, Abraham, Pres. U.S., 1809-1865. 2. U.S. History—Civil War.	3		10%	
4 ●	LINCOLN, ABRAHAM, President United States, 1809-1865 B Randall, James Garfield, 1881- LIN Lincoln and the South, by J.G. Randall. Baton Rouge, Louisiana State University Press, 1946. 1. Lincoln, Abraham, Pres. U.S., 1809-1865. 2. Southern states—politics and government, 1775-1865.	4		77%	

14. Decision-Making Process Skills

64.



The average price of apples was highest in which month?

1 ○ January
2 ● July
3 ○ October
4 ○ December

	9	13	17
1		3%	1%
2		91%	96%
3		3%	2%
4		2%	1%

APPENDIX B

Copies of Student Questionnaire Instruments

FOURTH GRADE

Questions About You

1. Are you: 1 ○ a boy? 2 ○ a girl?

2. During which month were you born? (Fill in ONE circle.)

1 ○ January	7 ○ July
2 ○ February	8 ○ August
3 ○ March	9 ○ September
4 ○ April	10 ○ October
5 ○ May	11 ○ November
6 ○ June	12 ○ December

3. During which year were you born? (Fill in ONE circle.)

1 ○ 1966
2 ○ 1967
3 ○ 1968
4 ○ 1969
5 ○ 1970

4. In your home, do you speak a language OTHER THAN ENGLISH?

1 ○ yes 2 ○ no

5. About how many hours PER DAY do you watch TV? (Fill in ONE circle.)

- 1 ○ less than 1 hour
- 2 ○ between 1 and 2 hours
- 3 ○ between 2 and 3 hours
- 4 ○ more than 3 hours

6. How much do you and your parents (or the adults in your home) talk about the things you do at school? (Fill in ONE circle.)

- 1 ○ almost every day
- 2 ○ once in a while
- 3 ○ almost never

7. How do you like your school? Think about it OVERALL, not just today or this week. (Fill in ONE circle.)

- 1 ○ I hate it.
- 2 ○ I don't like it very much.
- 3 ○ It's O.K.
- 4 ○ I like it pretty much.
- 5 ○ I like it a lot.

8. How do you feel about SOCIAL STUDIES compared to the other things you study in school? (Fill in ONE circle.)

- 1 ○ It is my least favorite.
- 2 ○ It is not one of my favorites.
- 3 ○ It is one of my favorites.
- 4 ○ It is my favorite.

9. Which things are true about your social studies classes? (Fill in ONE circle for each sentence.)

IN MY SOCIAL STUDIES CLASSES:	yes	no
A. The teacher sometimes lets me choose things I want to study.	1 ○	2 ○
B. The work in class is interesting.	1 ○	2 ○
C. My homework is interesting.	1 ○	2 ○
D. We do a lot of different things.	1 ○	2 ○

10. Which of the following BEST describes the general conditions in YOUR social studies classes? (Fill in ONE circle.)

Our teachers respect our opinions and encourage us to express them:

1 ○ often
2 ○ sometimes
3 ○ rarely

11. About how much time EACH WEEK do you spend reading for fun? (Fill in ONE circle.)

1 ○ less than 1 hour
2 ○ between 1 and 3 hours
3 ○ between 3 and 5 hours
4 ○ between 5 and 10 hours
5 ○ more than 10 hours

STOP

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

EIGHTH GRADE

Questions About You

1. Are you: 1 ○ male? 2 ○ female?

2. During which month were you born? (Fill in ONE circle.)

1 ○ January	7 ○ July
2 ○ February	8 ○ August
3 ○ March	9 ○ September
4 ○ April	10 ○ October
5 ○ May	11 ○ November
6 ○ June	12 ○ December

3. During which year were you born? (Fill in ONE circle.)

1 ○ 1959
2 ○ 1960
3 ○ 1961
4 ○ 1962
5 ○ 1963

4. In your home, do you speak a language OTHER THAN ENGLISH?

1 ○ yes 2 ○ no

5. About how many hours PER DAY do you watch TV? (Fill in ONE circle.)

1 ○ less than 1 hour
2 ○ between 1 and 2 hours
3 ○ between 2 and 3 hours
4 ○ more than 3 hours

6. How much do you and your parents (or the adults in your home) talk about the things you do at school? (Fill in ONE circle.)

1 ○ almost every day
2 ○ once in a while
3 ○ almost never

7. How do you like your school? Think about it OVERALL, not just today or this week. (Fill in ONE circle.)

1 ○ I hate it.
2 ○ I don't like it very much.
3 ○ It's O.K.
4 ○ I like it pretty much.
5 ○ I like it a lot.

8. How do you feel about SOCIAL STUDIES compared to the other things you study in school? (Fill in ONE circle.)

1 ○ It is my least favorite.
2 ○ It is not one of my favorites.
3 ○ It is one of my favorites.
4 ○ It is my favorite.

9. Which things are true about your social studies classes? (Fill in ONE circle for each statement.)

IN MY SOCIAL STUDIES CLASSES:	yes	no
A. I have some choice in what I study	1 ○	2 ○
B. I find most topics interesting	1 ○	2 ○
C. my assignments are interesting and meaningful	1 ○	2 ○
D. there are a variety of activities (films, discussions, etc.)	1 ○	2 ○
E. we talk about current events	1 ○	2 ○

10. In some schools the students help decide about school affairs; in others, the teachers and administrators make almost all of the decisions. How is it in YOUR school—how often do the students help decide about school affairs? (Check ONE box.)

1 ○ often
2 ○ sometimes
3 ○ rarely

11. Which of the following BEST describes the general conditions in YOUR social studies classes? (Check ONE box.)

Our teachers respect our opinions and encourage us to express them:

1 ○ often
2 ○ sometimes
3 ○ rarely

12. About how much time EACH WEEK do you spend reading for pleasure? (Check ONE box.)

1 ○ less than 1 hour
2 ○ between 1 and 3 hours
3 ○ between 3 and 5 hours
4 ○ between 5 and 10 hours
5 ○ more than 10 hours

Have you ever worked individually or with other students to try to bring about changes like these in your school? (Check ONE box for each question.)

13. Changes in school rules 1 ○ yes 2 ○ no
14. Changes in courses offered 1 ○ yes 2 ○ no
15. Increase in extracurricular activities 1 ○ yes 2 ○ no

STOP

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

ELEVENTH GRADE

Questions About You

1. Are you: 1 ○ male? 2 ○ female?

2. During which month were you born? (Check ONE box.)

1 ○ January
2 ○ February
3 ○ March
4 ○ April
5 ○ May
6 ○ June
7 ○ July
8 ○ August
9 ○ September
10 ○ October
11 ○ November
12 ○ December

3. During which year were you born?

1 ○ 1962
2 ○ 1963
3 ○ 1964
4 ○ 1965
5 ○ 1966

4. In your home, do you speak a language OTHER THAN ENGLISH?

1 ○ yes 2 ○ no

5. About how many hours PER DAY do you watch TV? (Check ONE box.)

1 ○ less than 1 hour
2 ○ between 1 and 2 hours
3 ○ between 2 and 3 hours
4 ○ more than 3 hours

6. How much do you and your parents (or the adults in your home) talk about the things you do at school? (Check ONE box.)

1 ○ almost every day
2 ○ once in a while
3 ○ almost never

7. How do you like your school? Think about it OVERALL, not just today or this week. (Check ONE box.)

1 ○ I hate it.
2 ○ I don't like it very much.
3 ○ It's O.K.
4 ○ I like it pretty much.
5 ○ I like it a lot.

8. How do you feel about SOCIAL STUDIES compared to the other things you study in school? (Check ONE box.)

1 ○ It is my least favorite.
2 ○ It is not one of my favorites.
3 ○ It is one of my favorites.
4 ○ It is my favorite.

9. Which things are true about your social studies classes? (Check ONE box for each statement.)

IN MY SOCIAL STUDIES CLASSES:		yes	no
A.	I have some choice in what I study	1 ○	2 ○
B.	I find most topics interesting	1 ○	2 ○
C.	my assignments are interesting and meaningful	1 ○	2 ○
D.	there are a variety of activities (films, discussions, etc.)	1 ○	2 ○
E.	we talk about current events	1 ○	2 ○

10. In some schools the students help decide about school affairs; in others, the teachers and administrators make almost all of the decisions. How is it in YOUR school—how often do the students help decide about school affairs? (Fill in ONE circle.)

1 ○ often
2 ○ sometimes
3 ○ rarely

11. Which of the following BEST describes the general conditions in YOUR social studies classes? (Fill in ONE circle.)

Our teachers respect our opinions and encourage us to express them:

1 ○ often
2 ○ sometimes
3 ○ rarely

12. About how much time EACH WEEK do you spend reading for pleasure? (Fill in ONE circle.)

1 ○ less than 1 hour
2 ○ between 1 and 3 hours
3 ○ between 3 and 5 hours
4 ○ between 5 and 10 hours
5 ○ more than 10 hours

Have you ever worked individually or with other students to try to bring about changes like these in your school? (Fill in ONE circle for each question.)

13.	Changes in school rules	1 ○ yes	2 ○ no
14.	Changes in courses offered	1 ○ yes	2 ○ no
15.	Increase in extracurricular activities	1 ○ yes	2 ○ no

STOP

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

APPENDIX C

Copy of Principal Questionnaire Instrument

☐☐☐ ☐☐

Connecticut Assessment of Educational Progress
Citizenship and Social Studies – 1977-78

PRINCIPAL QUESTIONNAIRE

1. The students attending your building are children of:

☐ mostly upper-income parents
☐ mostly middle-income parents
☐ mostly lower-income parents
☐ mixed-income parents

2. In the fourth grade, is team teaching (several teachers teach social studies to a given class) the predominant teaching format for SOCIAL STUDIES in your school?

☐ yes ☐ no

3. Does your district have any coordinators, resource specialists, or head teachers who work with SOCIAL STUDIES teachers?

☐ yes ☐ no

4. In your opinion, do your SOCIAL STUDIES teachers think that any of the following problems relate to their classes? (Check one box for each item.)

	yes	no
a. Lack of funds for social studies supplies	☐	☐
b. Lack of audio-visual materials	☐	☐
c. Textbooks too difficult for many students to read	☐	☐
d. Irrelevancy of textbooks to student interests	☐	☐
e. Lack of planning time for teachers	☐	☐
f. Class sizes too large	☐	☐
g. Poor social studies background of students	☐	☐

5. Is SOCIAL STUDIES a major credit course REQUIRED in the curriculum of your school?

☐ yes ☐ no

6. Has any major SOCIAL STUDIES curriculum or program development taken place in your school during the past (check one box for each item):

	yes	no
a. 1-3 years?	☐	☐
b. 4-6 years?	☐	☐
c. 7-10 years?	☐	☐

7. Does your district provide financial support for SOCIAL STUDIES field trips?

☐ yes ☐ no

8. For the last academic year, did your district encourage SOCIAL STUDIES staff and curriculum development in any of the following ways? (Check one box for each item.)

	yes	no
a. In-service with credit	☐	☐
b. In-service without credit	☐	☐
c. Paid summer workshops	☐	☐
d. Half-day(s) released time	☐	☐
e. Full-day(s) released time	☐	☐
f. Visiting consultants	☐	☐
g. Financial support for attending in-state conference	☐	☐
h. Financial support for attending out-of-state conference	☐	☐
i. Professional days	☐	☐

APPENDIX D

Copy of Adult Survey Instrument

I

Background Information

181

1. Are you:

1 ○ male
2 ○ female

2. How old are you?

01 ○ 26
02 ○ 27
03 ○ 28
04 ○ 29
05 ○ 30
06 ○ 31
07 ○ 32
08 ○ 33
09 ○ 34
10 ○ 35

3. Which of the following describes the HIGHEST level of schooling you completed? (Fill in ONE circle.)

1 ○ completed eighth grade
2 ○ went to high school but did not graduate
3 ○ graduated from high school
4 ○ graduated from two-year college, trade school, or vocational school after high school
5 ○ graduated from four-year college or university
6 ○ completed a graduate or professional program (for example, received a law, medical, M.A., or Ph.D. degree)

4. For ALL of the elementary and secondary grades you completed, did you attend school IN CONNECTICUT?

1 ○ yes
2 ○ no

5. In what type of school(s) did you receive your elementary and high school education? (Fill in ONE circle.)

1 ○ public schools
2 ○ nonpublic schools
3 ○ a combination of public and nonpublic schools

6. In your home, do you speak a language OTHER THAN ENGLISH?

1 ○ yes
2 ○ no

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7. From the list of categories below, pick the type of work which comes closest to your job and fill in the corresponding circle.

If you have more than one job, fill in the circle corresponding to your MAIN job.

1 ○ **Semi-Skilled Worker:** factory or farm worker, bus driver, gardener, waiter or waitress, gas station attendant, cook, maid, taxi driver, laborer, etc.

2 ○ **Skilled Craftsman or Foreman:** carpenter, mechanic, plumber, electrician, police officer, draftsperson, technician, barber or beautician, seamstress, practical nurse, etc.

3 ○ **Office or Sales Clerk:** bank or store clerk, bookkeeper, mail clerk, office worker, etc.

4 ○ **Professional:** teacher, doctor, engineer, lawyer, social worker, public accountant, musician, dentist, writer, registered nurse, etc.

5 ○ **Manager or Owner:** store or office manager, banker, business or farm owner, government official, real estate or insurance salesperson, etc.

6 ○ **Homemaker**

7 ○ **Unemployed**

8. About how many hours PER DAY do you watch TV? (Fill in ONE circle.)

1 ○ less than 1 hour
2 ○ between 1 and 2 hours
3 ○ between 2 and 3 hours
4 ○ more than 3 hours

9. About how much time EACH WEEK do you spend reading for pleasure? (Fill in ONE circle.)

1 ○ less than 1 hour
2 ○ between 1 and 3 hours
3 ○ between 3 and 5 hours
4 ○ between 5 and 10 hours
5 ○ more than 10 hours

II

Questionnaire Survey: Citizenship/Social Studies

186

1. Have you ever written to an elected representative?

1 ○ yes
2 ○ no

2. Did you vote in the last PRESIDENTIAL election?

1 ○ yes
2 ○ no

3. Did you vote in the last STATE election?

1 ○ yes
2 ○ no

4. Did you vote in the last LOCAL election?

1 ○ yes
2 ○ no

5. Have you ever ACTIVELY worked for the election of a political candidate?

1 ○ yes
2 ○ no

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6. Are you presently active in COMMUNITY SERVICE organizations (for example, Red Cross, Jaycees, Future Farmers of America, United Way, volunteer fire department, PTA, scouting)?

1 ○ yes
2 ○ no

7. Are you presently active in POLITICAL organizations (for example, League of Women Voters, political party organizations)?

1 ○ yes
2 ○ no

8. Are you presently active in CITIZEN OR CONSUMER PROTECTION organizations (for example, ACLU, block associations)?

1 ○ yes
2 ○ no

9. Are you presently active in RELIGIOUS organizations (for example, B'nai B'rith, Catholic Youth Council, church groups)?

1 ○ yes
2 ○ no

10. Are you presently active in ETHNIC organizations (for example, Italian-American Club, La Casa de Puerto Rico)?

1 ○ yes
2 ○ no

11. Do you think that you can influence political decisions in the state of Connecticut?

1 ○ yes
2 ○ no

12. How well informed do you feel in the area of public affairs? (Fill in ONE circle.)

1 ○ not very well informed
2 ○ fairly well informed
3 ○ well informed

13. In the past year, did you use any of the following public facilities?

		yes	no
A.	libraries	1 ○	2 ○
B.	museums	1 ○	2 ○
C.	parks	1 ○	2 ○
D.	recreation centers	1 ○	2 ○
E.	schools	1 ○	2 ○

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Fill in ONE circle beside each question.

HOW MUCH DID YOUR SCHOOL EXPERIENCE THROUGH HIGH SCHOOL:		a lot	some	a little or none
14.	teach you about local and state history?	1 ○	2 ○	3 ○
15.	teach you about U.S. history?	1 ○	2 ○	3 ○
16.	teach you about world history?	1 ○	2 ○	3 ○
17.	teach you about the way the U.S. government is set up and what purpose each part serves?	1 ○	2 ○	3 ○
18.	teach you about different kinds of government?	1 ○	2 ○	3 ○
19.	teach you about the rights and liberties necessary to a democratic society?	1 ○	2 ○	3 ○
20.	teach you about the duties and responsibilities of U.S. citizenship?	1 ○	2 ○	3 ○
21.	teach you about economic systems and how they work?	1 ○	2 ○	3 ○
22.	teach you about the relationship between geography and the way people live?	1 ○	2 ○	3 ○
23.	teach you about the relationship between individuals and society (including cooperation, conflict, shared interests)?	1 ○	2 ○	3 ○
24.	teach you how the culture in which you live shapes values, behavior, and forms of such things as family and religion?	1 ○	2 ○	3 ○
25.	teach you skills such as using maps or locating, organizing, and judging information?	1 ○	2 ○	3 ○

IV

Content Survey: Citizenship/Social Studies

191

1. Which one of the following countries has had the MOST influence on the way of life in the United States?

   1 ○ England
   2 ○ France
   3 ○ Germany
   4 ○ Italy
   5 ○ Spain

2. Believing that our country is the BEST is an example of:

   1 ○ social organization
   2 ○ manners
   3 ○ technology
   4 ○ values

3. Driver's licenses are issued by which level of government?

   1 ○ federal
   2 ○ state
   3 ○ county
   4 ○ local

4. Which ONE of the following would you NOT be likely to find in every culture?

   1 ○ some way for people to talk to each other
   2 ○ some form of shelter
   3 ○ some political parties
   4 ○ some way in which families are organized

5. Early settlers on the Great Plains of the United States frequently built houses made of sod. Which ONE of the following explains why this was done?

1 ○ Sod houses were cleaner than other forms of housing.
2 ○ Sod was the only readily available building material.
3 ○ It took less time to construct a sod house than to construct one of wood.
4 ○ Sod houses were like the ones that they had left behind them.

6. The purpose of writing the Constitution of the United States was to:

1 ○ establish the independence of the United States
2 ○ record the history of the republic
3 ○ define a system of government
4 ○ explain the value of democracy

7. Of the following, the most basic duty of a citizen is to:

1 ○ serve on local committees
2 ○ run for local office
3 ○ own property
4 ○ vote in elections

8. Serving on a jury is:

1 ○ a responsibility of citizenship
2 ○ an opportunity reserved for the middle class
3 ○ a way to get nominated for an elected office
4 ○ a right of citizenship

9. Which ONE of the following speakers probably lives in a dictatorship?

Speaker 1: "It is more efficient for the state to do some of the planning, but some things must be left to the local community."

Speaker 2: "It is probably best for the country if there is central control."

Speaker 3: "If everyone does his own thing, it's not efficient, but it's more fun."

Speaker 4: "I really think that we probably live best with the ruler and parliament working together."

1 ○ Speaker 1
2 ○ Speaker 2
3 ○ Speaker 3
4 ○ Speaker 4

10. What are the two largest political parties in the United States?

(1) ______________________________

(2) ______________________________

11. Name another political party in the United States.

____

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12. In a court, which one of the following has the job of making sure that the trial is fair and run according to the rules?

1 ○ the judge
2 ○ the lawyer
3 ○ the jury
4 ○ the person on trial

13. One disadvantage of our constitutional form of government compared to other forms is that:

1 ○ we have trials by jury
2 ○ social change takes longer to accomplish
3 ○ people can criticize the government
4 ○ military service is required of some citizens

14. Which ONE of the following changes occurred in England when the Industrial Revolution began?

1 ○ More people moved to rural areas.
2 ○ More people worked for themselves.
3 ○ More people moved to cities and worked in factories.
4 ○ More people earned less money for their work.

15. Below are the names of some imaginary countries that are neighbors. In which of the following situations would the two neighboring countries be most likely to work together?

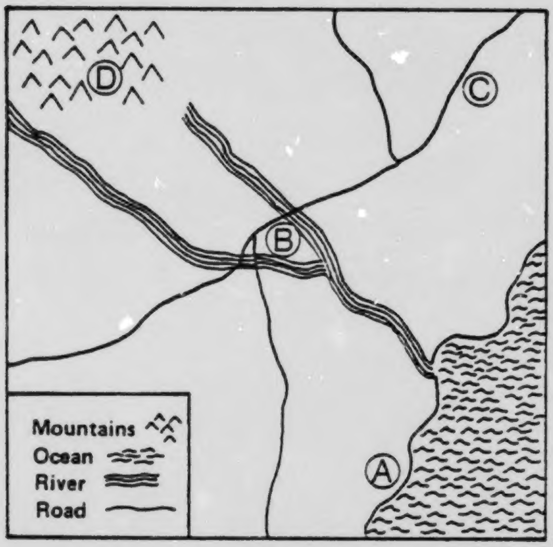
1 ○ Lam has coal but not enough wheat.
Alf has coal but not enough cotton.

2 ○ Dara has oil but not enough food.
Mondo has food but not enough oil.

3 ○ Clow has food but not enough water.
Tarm has food but not enough wood.

4 ○ Kent has sugar but not enough copper.
Nale has potatoes but not enough fish.

16.



Look at the map. Where would you be most likely to find a city located?

1 ○ A
2 ○ B
3 ○ C
4 ○ D

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17. A new family, the Joneses, moves into the neighborhood. The family next door, the Smiths, decides that they are poor neighbors. Which of the following is the BEST first step toward solving the problem?

1 ○ The Smiths sell their house and move elsewhere.
2 ○ The Smiths sit down with the Joneses and discuss their differences.
3 ○ The Smiths put a nasty sign in the Joneses' lawn.
4 ○ The Smiths get up a petition in the neighborhood against the Joneses.

There are three branches of the federal government: the executive, the legislative, and the judicial. Each branch has different responsibilities. Fill in the circle below the branch of government which has the major responsibility for each of the following functions.

		Executive Branch	Legislative Branch	Judicial Branch	I don't know.
18.	Writing and passing laws	1 ○	2 ○	3 ○	4 ○
19.	Directing the carrying out of laws	1 ○	2 ○	3 ○	4 ○

20. Suppose you want to find a recent magazine article about Mrs. Marie Bancroft Weaver, a woman who has said that she would like to run for the presidency. Which one of the following sources would you use to locate the article?

- 1 ○ Time
- 2 ○ The World Almanac
- 3 ○ The World Book Encyclopedia
- 4 ○ The Readers' Guide to Periodical Literature

21. Read the two statements below. Then answer the question that follows them.

(1) Freedom of speech is necessary to a democracy.
(2) There was no freedom of speech in Nazi Germany.

Which one of the following statements is a logical conclusion to the two statements above?

- 1 ○ Hitler made very few speeches.
- 2 ○ Nazi Germany was not a democracy.
- 3 ○ There were no democrats in Nazi Germany.
- 4 ○ Countries which opposed Nazi Germany had freedom of speech.

22. Should a person who does not believe in God be allowed to hold a public office?

- 1 ○ yes
- 2 ○ no
- 3 ○ undecided

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23. The Supreme Court ruled that it is unconstitutional to require prayer and formal religious instruction in public schools. Which one of the following was the basis for its decision?

1 ○ The requirements violated the right to freedom of speech.
2 ○ There was strong pressure put on the Supreme Court by certain religious minorities.
3 ○ Religious exercises violated the principles of the separation of church and state.
4 ○ Every moment of the valuable school time was needed to prepare students to earn a living.

24. The Declaration of Independence has best aided other nations in that:

1 ○ foreign countries can read about the basic reasons for our having sought colonial freedom
2 ○ it not only protects the rights of Americans, but it also protects the rights of all independent countries
3 ○ all great political ideas spring from this one document
4 ○ it has served as a reference for countries seeking independence from colonial rule since the end of World War II

25. Which one of the following has the power to declare an act of Congress unconstitutional?

1 ○ the Congress
2 ○ the President
3 ○ the United States Supreme Court
4 ○ the United States Department of Justice

26. In the United States which one of the following is elected to office?

1 ○ a United States Senator
2 ○ the United States Secretary of State
3 ○ a United States Supreme Court Justice
4 ○ the United States Ambassador to Great Britain

27. The European Common Market was formed for which one of the following purposes?

1 ○ to unite the former colonies of Great Britain
2 ○ to strengthen the economies of underdeveloped countries
3 ○ to keep peace in Europe by establishing a common armed force
4 ○ to establish a pattern for the freer flow of resources among its membership

28. Which of the following has the MOST influence on what men and women in our society think their sex roles should be?

1 ○ the way people look and act in other countries
2 ○ books about the male and female body
3 ○ television shows, novels, and advertising
4 ○ the size of a person's family

The following statements describe various economic conditions. For each statement, choose the answer which BEST describes where the stated condition exists. The answer may be the United States only or the Soviet Union only or BOTH the United States and the Soviet Union.

29. The country is rich in natural resources.

1 ○ United States only
2 ○ Soviet Union only
3 ○ both the United States and the Soviet Union

30. The organization of industry is based on government ownership and control.

1 ○ United States only
2 ○ Soviet Union only
3 ○ both the United States and the Soviet Union

31. Listed below are four pairs of situations. Each contains one historical American conflict and one recent problem. Which of the four pairs contains two situations that are directly related?

1 ○ "Jim Crow" laws of the 19th century – discrimination in hiring black people
2 ○ the Civil War – increasing unemployment in Northern and Southern industries
3 ○ child labor laws – disagreement over legality of abortion today
4 ○ temperance (drinking) laws – treatment of Vietnam War resisters

32. The results of the presidential election from one state are as follows:

Candidate A received 45 percent of the popular votes.
Candidate B received 40 percent of the popular votes.
Candidate C received 15 percent of the popular votes.

What percent of this state's ELECTORAL votes would traditionally go to Candidate A?

1 ○ 45 percent

2 ○ 51 percent

3 ○ $66\frac{2}{3}$ percent

4 ○ 100 percent

33. Democratic societies accept the principle that the majority should rule. This principle is based upon all of the following ideas EXCEPT:

1 ○ people should govern themselves
2 ○ there will be some differences of opinion on most issues
3 ○ whatever the majority does is right
4 ○ the judgment of many people is likely to be better than the judgment of a few

34. What is the main purpose of the United Nations?

1 ○ to enforce international laws
2 ○ to spread democracy throughout the world
3 ○ to organize student exchanges between countries
4 ○ to help nations settle their differences peaceably
5 ○ to have a world government take the place of national government

35. Specialization and division of labor result in:

1 ○ more interdependence among people
2 ○ less interdependence among people
3 ○ the same amount of interdependence among people
4 ○ no interdependence among people

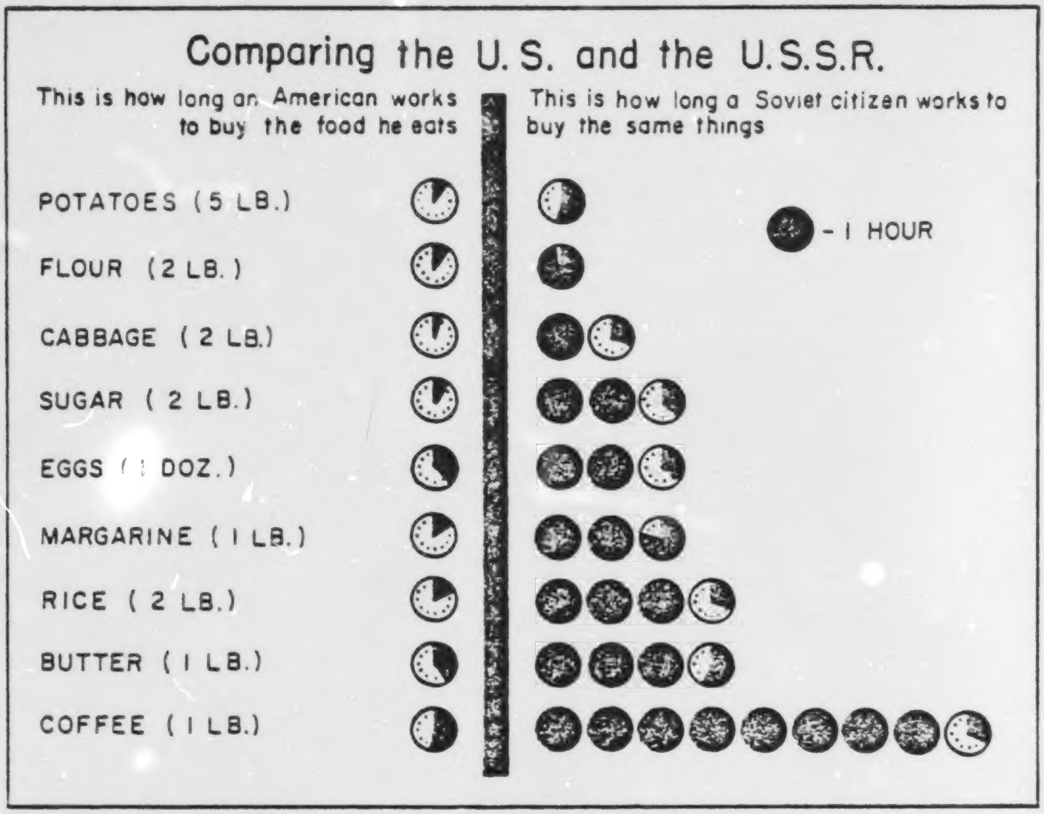
36. Economists divide purchases into two groups: producer goods and consumer goods. A farmer buys seed, fertilizer, a tractor, and a new coat for his wife. Which one of the things that the farmer bought is in the group of consumer goods?

1 ○ seed
2 ○ tractor
3 ○ fertilizer
4 ○ new coat for his wife

37. If the United States government were to stop supporting farm prices and allow agricultural prices to seek their own level, OVER THE LONG RUN which one of the following would MOST likely take place?

1 ○ There would be fewer farmers and agricultural output would fall.
2 ○ There would be fewer but larger farms and output would continue to increase.
3 ○ The number of family-size farms would increase and they would be more mechanized.
4 ○ There would be no reduction in the number of farms, but the income of farmers would be lower.

Look at the graph and answer the question that follows it.



38. According to the graph above, which one of the following statements is TRUE?

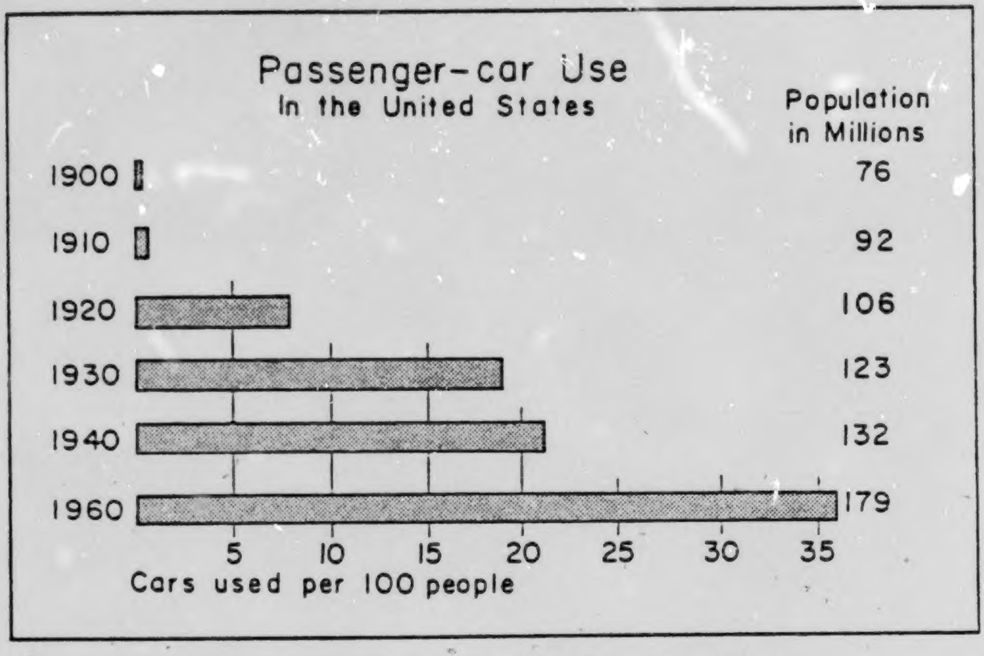
1 ○ Russians eat more cabbage than Americans.

2 ○ Russians work more hours per day than Americans.

3 ○ More coffee is grown in Russia than in the United States.

4 ○ Russians work approximately six times longer to buy a dozen eggs than Americans work.

Look at the graph and answer the question that follows it.



39. Does this graph show that more money was spent on building and improving the roads in the United States in 1960 than in 1900?

1 ○ yes
2 ○ no

APPENDIX E

Tables of Achievement Results by Reporting Groups on Total Test, Goals, and Objectives

KEY FOR APPENDIX E

The analysis by reporting groups provides the following information for the total test, and each objective. The P-VALUE is the estimated average percentage of test items answered correctly by students in the population or in the particular reporting group. SE OF P-VALUE is the standard error of measurement for the p-value. GROUP EFFECT is the difference between the state average (all students) and that for the reporting group. An asterisk (*) means that the group effect (the difference) is significant at the 95% confidence level. SE OF EFFECT is the standard error of measurement of the group effect. SAMPLE SIZE is the actual number of students in the reporting group who took the test.

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NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE - FEBRUARY 1978

          I  TOTAL TEST SCORE

            SE OF     GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE                REPORTING GROUP

  75.24     0.37                          2371                ALL STUDENTS

----SEX OF THE STUDENT                              ----
  75.24     0.49      0.00       0.23     1098                MALE
  75.28     0.43      0.04       0.19     1269                FEMALE

----SPEAK A LANGUAGE OTHER THAN ENGLISH             ----
  70.05     1.24     -5.19*      1.03      258                YES
  75.85     0.37      0.61*      0.09     2112                NO

----HOW MANY HOURS PER DAY WATCHING TV              ----
  73.25     1.47     -1.99       1.23      136                LESS THAN 1 HR
  76.54     0.59      1.30*      0.41      538                BETWEEN 1+2 HRS
  77.04     0.56      1.80*      0.37      626                BETWEEN 2+3 HRS
  73.80     0.50     -1.45*      0.28     1067                MORE THAN 3 HRS

----HOW MUCH DO PARENTS TALK ABOUT SCHOOL            ----
  77.54     0.44      2.30*      0.24     1024                ALMOST EVERY DAY
  74.68     0.45     -1.16*      0.23     1166                ONCE IN A WHILE
  69.94     1.32     -5.30*      1.06      177                ALMOST NEVER

----HOW DO YOU LIKE SCHOOL                          ----
  68.97     1.27     -6.27*      1.04      160                I HATE IT
  75.49     1.03      0.25       0.80      149                I DON'T LIKE IT
  75.47     0.49      0.23       0.28      915                IT'S O.K.
  78.56     0.59      3.32*      0.45      459                I LIKE IT
  74.01     0.62     -1.23*      0.41      688                I LIKE IT A LOT

----HOW DO YOU FEEL ABOUT SOCIAL STUDIES             ----
  73.79     0.72     -1.46*      0.54      366                MY LEAST FAVORIT
  74.78     0.52     -0.46       0.31      865                NOT A FAVORITE
  77.57     0.46      2.33*      0.30      862                A FAVORITE
  71.21     1.19     -4.03*      0.91      277                MY MOST FAVORITE

----I HAVE SOME CHOICE IN WHAT I STUDY              ----
  74.60     0.69     -0.56       0.50      501                YES
  75.88     0.40      0.64*      0.14     1600                NO
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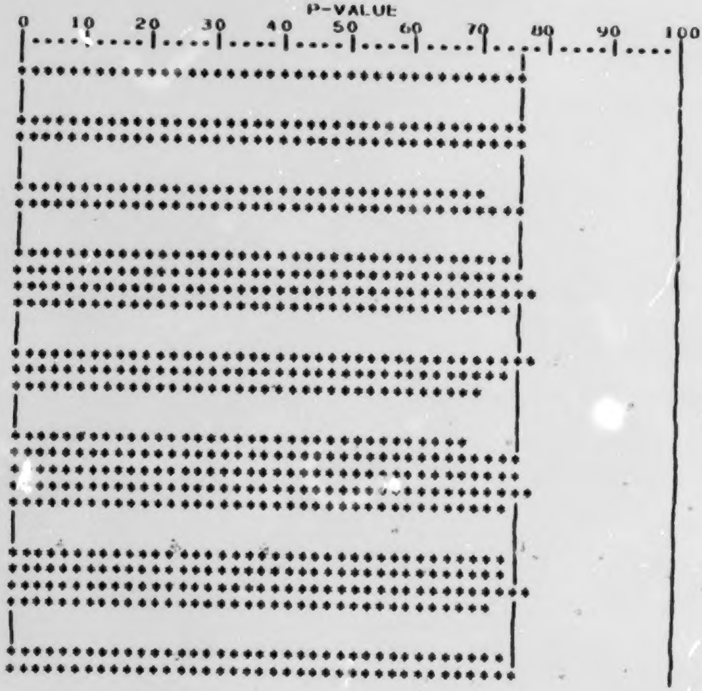

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NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE - FEBRUARY 1978

1  TOTAL TEST SCORE

            SE OF     GROUP      SE OF   SAMPLE
P-VALUE  P-VALUE   EFFECT     EFFECT    SIZE                REPORTING GROUP

 75.24      0.37                          2371                ALL STUDENTS

----I FIND MOST TOPICS INTERESTING                  ----
 75.66      0.40      0.42*     0.11     1948                YES
 75.32      0.67      0.08      0.53      373                NO

----MY ASSIGNMENTS ARE MEANINGFUL                   ----
 74.37      0.54     -0.87*     0.31     1021                YES
 76.24      0.45      1.00*     0.26     1133                NO

----WE DO A LOT OF DIFFERENT THINGS                 ----
 75.48      0.40      0.24*     0.08     2027                YES
 76.01      0.67      0.77      0.56      292                NO

----TEACHERS RESPECT OUR OPINION                    ----
 76.43      0.53      1.19*     0.30      874                OFTEN
 74.73      0.46     -0.51*     0.23     1206                SOMETIMES
 73.79      0.84     -1.45*     0.64      287                RARELY

----TIME READING FOR PLEASURE EACH WEEK             ----
 71.13      0.61     -4.11*     0.42      653                LESS THAN 1 HR
 75.57      0.51      0.33      0.35      740                BETWEEN 1+3 HRS
 77.08      0.67      1.84*     0.47      423                BETWEEN 3+5 HRS
 78.43      0.64      3.19*     0.63      301                BETWEEN 5+10 HRS
 78.15      0.96      2.91*     0.73      248                MORE THAN 10 HRS

----SIZE OF COMMUNITY                               ----
 67.25      1.04     -8.00*     0.69      517                BIG CITIES
 77.06      0.53      1.82*     0.51      637                FRINGE CITIES
 74.73      0.83     -0.51      0.67      635                MEDIUM CITIES
 78.58      0.62      3.34*     0.48      582                SMALLER PLACES

----REGION OF THE STATE                             ----
 76.19      0.88      0.95      0.84      208                RESCUE
 78.01      0.97      2.77*     0.87      370                COOP ED SERV
 78.70      0.64      3.46*     0.57      543                C-EC
 76.12      0.79      0.88      0.72      414                ACES
 74.34      1.29     -0.90      1.18      245                PROJECT LEARN
 76.16      1.21      0.92      1.20       74                NARSES
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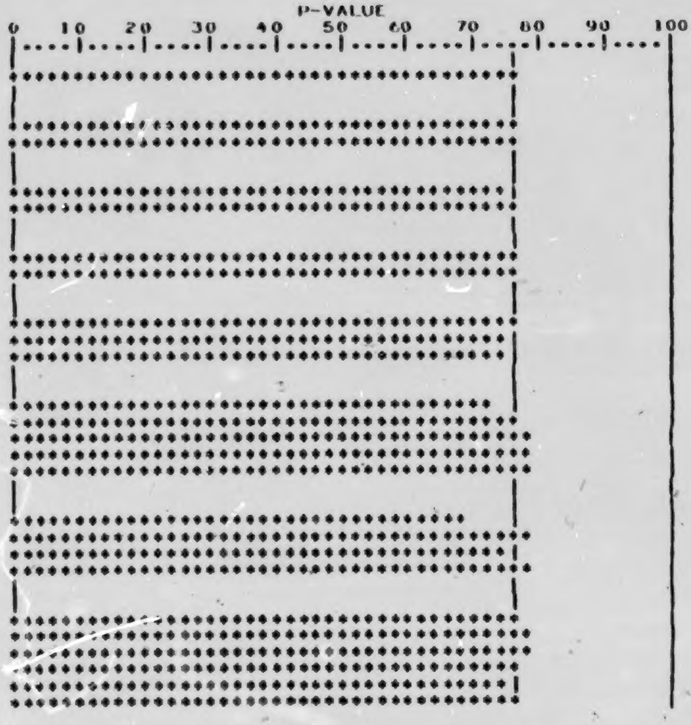

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NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE - FEBRUARY 1978

        1  TOTAL TEST SCORE

             SE OF     GROUP      SE OF    SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT     SIZE                REPORTING GROUP

 75.24      0.37                            2371               ALL STUDENTS

----STUDENTS ARE CHILDREN OF:                          ----
 80.18      1.03       4.94*      1.04       68                UPPER-INCOME
 78.80      0.56       3.56*      0.49      690                MIDDLE-INCOME
 68.57      0.84      -6.67*      0.79      686                LOWER-INCOME
 76.58      0.55       1.34*      0.47      857                MIXED-INCOME

----IS TEAM TEACHING PREDOMINANT                       ----
 77.09      1.77       1.85       1.66      196                YES
 75.09      0.39      -0.15       0.14     2175                NO

----CONSULTANTS-SPECIALISTS HELP TEACHERS              ----
 74.65      0.80      -0.59       0.68      704                YES
 75.55      0.47       0.31       0.25     1626                NO

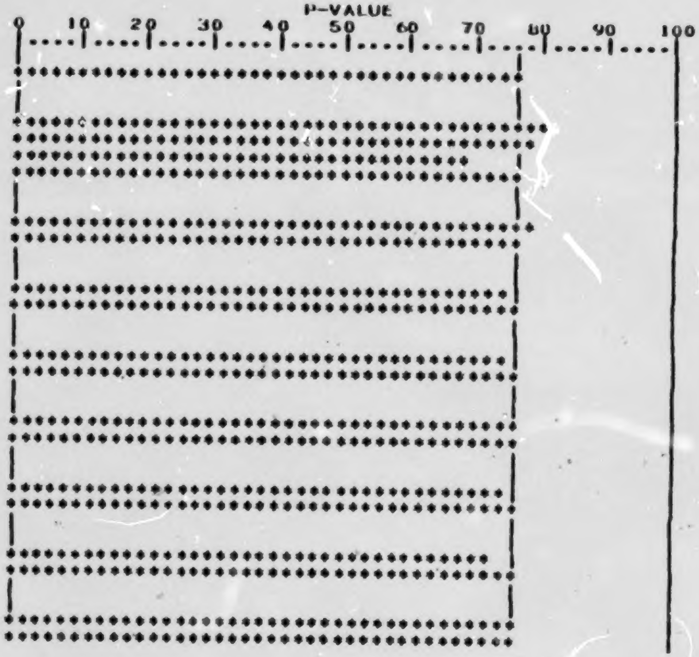
----LACK OF FUNDS FOR SUPPLIES                         ----
 73.10      0.74      -2.14*      0.63      793                YES
 76.31      0.47       1.07*      0.27     1557                NO

----LACK OF AUDIO-VISUAL MATERIALS                     ----
 75.70      0.87       0.46       0.73      661                YES
 75.13      0.45      -0.11       0.25     1735                NO

----TEXTBOOKS TOO DIFFICULT TO READ                    ----
 74.29      0.62      -0.95*      0.45     1115                YES
 76.22      0.54       0.98*      0.39     1189                NO

----IRRELEVANCY OF TEXTBOOKS TO STUDENTS               ----
 71.91      1.07      -3.33*      0.92      609                YES
 76.25      0.43       1.01*      0.28     1643                NO

----LACK OF PLANNING TIME FOR TEACHERS                 ----
 75.33      0.86       0.09       0.70      686                YES
 75.26      0.45       0.02       0.28     1650                NO
```



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NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
CONN CITIZENSHIP/SOCIAL STUDIES - 8TH GRADE - FEBRUARY 1976

1  TOTAL TEST SCORE

           SE OF     GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT   SIZE               REPORTING GROUP
 75.24     0.37                          2371               ALL STUDENTS

----CLASS SIZES TOO LARGE                           ----
 74.31     1.02      -0.93      0.88      537               YES
 75.54     0.43       0.30      0.23     1813               NO

----POOR SOCIAL STUDIES BACKGROUND STUDENTS ----
 69.56     0.95      -5.68*     0.85      642               YES
 77.10     0.42       1.86*     0.26     1662               NO

----SOCIAL STUDIES REQUIRED IN CURRICULUM           ----
 75.30     0.41       0.06      0.17     2091               YES
 74.42     2.02      -0.82      1.92      180               NO

----PROGRAM DEVELOPMENT LAST 1-3 YEARS              ----
 75.12     0.53      -0.12      0.35     1414               YES
 75.71     0.88       0.47      0.75      568               NO

----PROGRAM DEVELOPMENT LAST 4-6 YEARS              ----
 76.50     0.67       1.26*     0.56      746               YES
 72.39     1.07      -2.85*     1.00      379               NO

----PROGRAM DEVELOPMENT LAST 7-10 YEARS             ----
 73.51     0.92      -1.73*     0.83      481               YES
 76.94     0.88       1.70*     0.78      461               NO

----FINANCIAL SUPPORT FOR FIELD TRIPS               ----
 76.50     0.52       1.26*     0.36     1200               YES
 73.81     0.65      -1.43*     0.48     1150               NO

----IN-SERVICE WITH CREDIT                          ----
 74.33     1.19      -0.91      1.09      345               YES
 75.45     0.42       0.21      0.16     1932               NO
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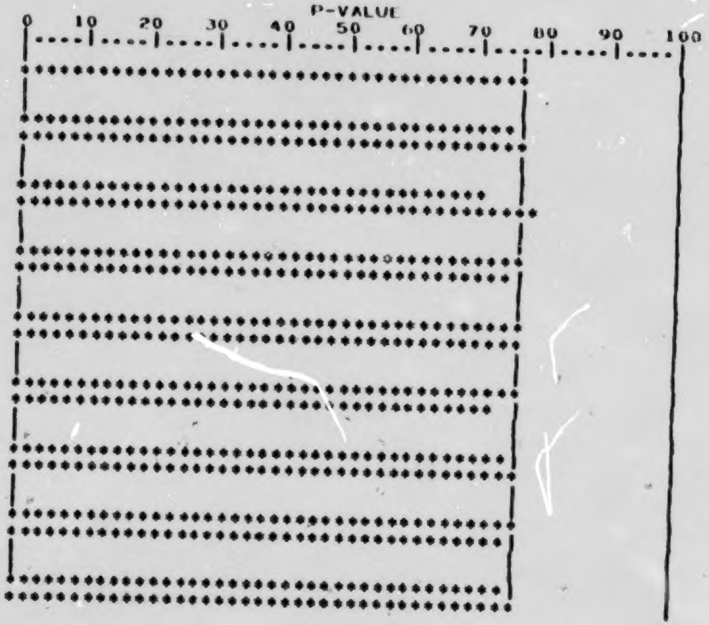

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NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE - FEBRUARY 1978

1  TOTAL TEST SCORE

            SE OF     GROUP     SE OF   SAMPLE
P-VALUE  P-VALUE   EFFECT    EFFECT    SIZE              REPORTING GROUP

 75.24     0.37                        2371              ALL STUDENTS

----IN-SERVICE WITHOUT CREDIT                      ----
 74.51     0.70     -0.73      0.55     920              YES
 75.77     0.50      0.53      0.32    1333              NO

----PAID SUMMER WORKSHOPS                          ----
 76.27     1.13      1.03      1.04     335              YES
 75.15     0.43     -0.09      0.19    1942              NO

----HALF-DAYS RELEASED TIME                        ----
 75.71     0.77      0.47      0.59     850              YES
 75.32     0.48      0.08      0.34    1398              NO

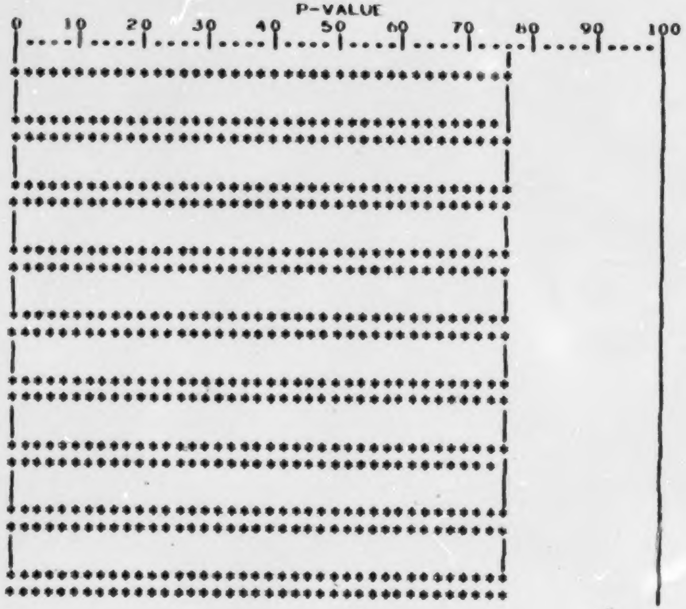
----FULL-DAYS RELEASED TIME                        ----
 75.10     0.90     -0.14      0.90     275              YES
 75.50     0.38      0.26      0.15    1987              NO

----VISITING CONSULTANTS                           ----
 75.83     0.77      0.59      0.70     541              YES
 75.31     0.40      0.07      0.24    1731              NO

----SUPPORT ATTENDING IN-STATE CONFERENCES         ----
 76.69     0.70      1.45*     0.61     594              YES
 74.99     0.41     -0.25      0.27    1668              NO

----SUPPORT ATTENDING OUT-STATE CONFERENCES        ----
 75.98     0.87      0.74      0.79     452              YES
 75.32     0.38      0.08      0.22    1810              NO

----PROFESSIONAL DAYS                              ----
 75.58     0.62      0.34      0.46    1017              YES
 75.07     0.45     -0.17      0.37    1270              NO
```



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                         NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT AN
                         CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE - F

                         1  OBJ  1 - HAVE KNOWLEDGE OF LOCAL, STATE AND

            SE OF      GROUP      SE OF    SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT     SIZE              REPORTING GROUP

 84.91      0.45                            2371              ALL STUDENTS

----SEX OF THE STUDENT                                ----
 84.47      0.64      -0.44       0.40     1098               MALE
 85.27      0.61       0.37       0.39     1269               FEMALE

----SIZE OF THE COMMUNITY                             ----
 81.86      1.09      -3.05*      0.90      517               BIG CITIES
 84.36      0.79      -0.54       0.69      637               FRINGE CITIES
 83.52      0.88      -1.39       0.72      635               MEDIUM CITIES
 87.94      0.88       3.03*      0.64      582               SMALLER PLACES

----REGION OF THE STATE                               ----
 82.49      1.41      -2.42       1.31      208               RESCUE
 84.99      1.08       0.08       0.98      370               COOP ED SERVICE
 88.18      0.73       3.27*      0.66      543               CREC
 83.00      0.90      -1.91*      0.83      414               ACES
 87.43      1.54       2.52       1.36      245               PROJECT LEARN
 84.77      2.93      -0.14       2.78       74               NARSES
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                         NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT AN
                         CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE - 

                         2  OBJ  2 - HAVE KNOWLEDGE ABOUT HISTORICAL DEV

            SE OF      GROUP      SE OF    SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT     SIZE              REPORTING GROUP

 75.19      0.68                            2371              ALL STUDENTS

----SEX OF THE STUDENT                                ----
 73.98      0.95      -1.21*      0.50     1096               MALE
 76.21      0.79       1.02*      0.42     1269               FEMALE

----SIZE OF THE COMMUNITY                             ----
 70.12      1.38      -5.07*      1.29      517               BIG CITIES
 77.24      1.05       2.05*      0.97      637               FRINGE CITIES
 74.33      1.57      -0.86       1.24      635               MEDIUM CITIES
 77.14      1.25       1.95*      0.93      582               SMALLER PLACES

----REGION OF THE STATE                               ----
 78.39      1.89       3.20       1.78      208               RESCUE
 77.39      1.73       2.19       1.54      370               COOP ED SERVICE
 76.85      1.48       1.66       1.18      543               CREC
 75.06      1.37      -0.13       1.25      414               ACES
 74.04      2.44      -1.15       2.18      245               PROJECT LEARN
 76.35      2.52       1.16       2.46       74               NARSES
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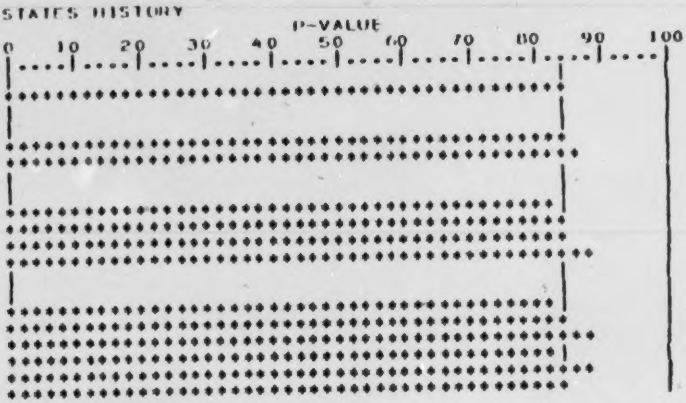
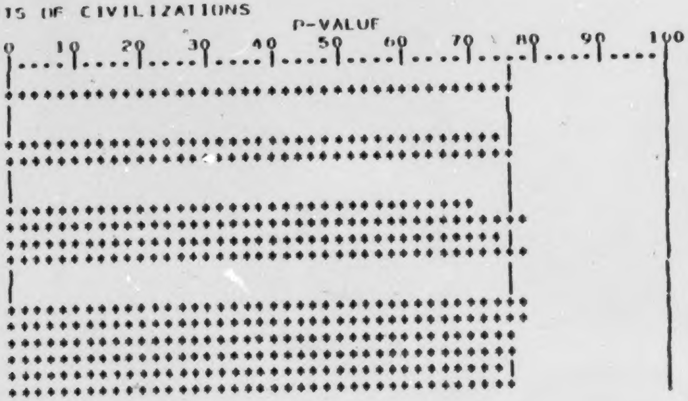
ALYSIS BY REPORTING GROUPS
EBRUARY 1978

NITED STATES HISTORY



NALYSIS BY REPORTING GROUPS
FEBRUARY 1978

VELOPMENTS OF CIVILIZATIONS



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                         NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                         CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE

                          3  OBJ  3 - KNOW THE STRUCTURE, FUNCTION, AN

            SE OF     GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE              REPORTING GROUP

 55.90      0.60                          2371              ALL STUDENTS

----SEX OF THE STUDENT                             ----
 56.61      0.81      2.71*      0.48     1098              MALE
 53.51      0.78     -2.39*      0.41     1269              FEMALE

----SIZE OF THE COMMUNITY                          ----
 46.28      1.50     -9.62*      1.30      517              BIG CITIES
 57.38      1.07      1.48       0.94      637              FRINGE CITIES
 57.09      1.12      1.19       0.93      635              MEDIUM CITIES
 59.02      1.13      3.12*      0.82      582              SMALLER PLACES

----REGION OF THE STATE                            ----
 57.96      1.48      2.06       1.41      208              RESCUE
 58.37      1.59      2.47       1.46      370              COOP ED SERVICE
 60.31      1.22      4.41*      1.01      543              CREC
 57.57      1.34      1.67       1.19      414              ACES
 54.26      1.76     -1.64       1.55      245              PROJECT LEARN
 55.74      2.08     -6.16       2.04       74              NARSES
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                         NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT
                         CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE -

                          4  OBJ  5 - RECOGNIZE ESSENTIAL RIGHTS AND L

            SE OF     GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE              REPORTING GROUP

 83.86      0.54                          2371              ALL STUDENTS

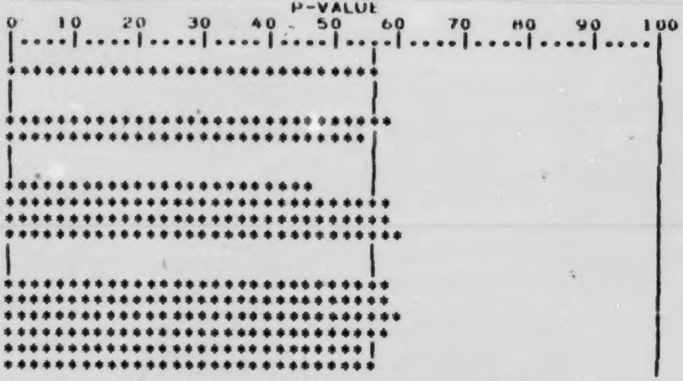
----SEX OF THE STUDENT                             ----
 83.30      0.77     -0.55       0.46     1098              MALE
 84.30      0.71      0.44       0.39     1269              FEMALE

----SIZE OF THE COMMUNITY                          ----
 78.05      1.39     -5.81*      1.19      517              BIG CITIES
 86.50      0.76      2.64*      0.71      637              FRINGE CITIES
 82.28      1.22     -1.57       0.95      635              MEDIUM CITIES
 86.33      0.95      2.47*      0.70      582              SMALLER PLACES

----REGION OF THE STATE                            ----
 86.54      1.55      2.68       1.44      208              RESCUE
 84.04      1.10      0.18       1.03      370              COOP ED SERVICE
 86.60      0.96      2.74*      0.82      543              CREC
 85.42      1.16      1.56       1.04      414              ACES
 84.26      1.92      0.40       1.71      245              PROJECT LEARN
 79.05      2.77     -4.81       2.59       74              NARSES
```

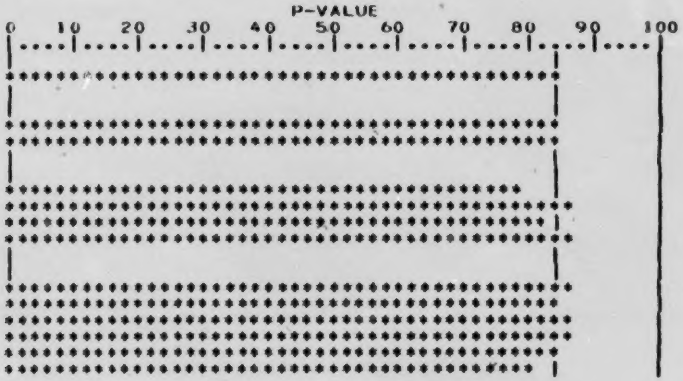
ANALYSIS BY REPORTING GROUPS
- FEBRUARY 1978

D PROCESSES OF US GOVERNMENT



ANALYSIS BY REPORTING GROUPS
- FEBRUARY 1978

IBERTIES



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                                              NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT
                                              CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE -

                                              5  OBJ  6 - UNDERSTAND RESPONSIBILITIES OF UN

              SE OF      GROUP      SE OF    SAMPLE
 P-VALUE    P-VALUE     EFFECT     EFFECT     SIZE                REPORTING GROUP

  93.74       0.41                            2371                ALL STUDENTS

 ----SEX OF THE STUDENT                                ----
  94.07       0.57        0.33       0.33     1098                MALE
  93.57       0.54       -0.17       0.29     1269                FEMALE

 ----SIZE OF THE COMMUNITY                             ----
  86.27       1.41       -7.47*      1.16      517                BIG CITIES
  95.37       0.59        1.63*      0.55      637                FRINGE CITIES
  94.57       0.73        0.82       0.61      635                MEDIUM CITIES
  95.95       0.67        2.21*      0.51      582                SMALLER PLACES

 ----REGION OF THE STATE                               ----
  95.24       1.18        1.50       1.10      208                RESCUE
  97.32       0.72        3.38*      0.66      370                COOP ED SERVICE
  96.40       0.58        2.66*      0.53      543                CREC
  93.68       1.05       -0.07       0.90      414                ACES
  94.16       0.94        0.42       0.88      245                PROJECT LEARN
  93.92       1.42        0.18       1.40       74                NARSES


                                              NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT
                                              CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE

                                              6  OBJ  7 - UNDERSTAND THE ROLE OF POLITICAL

              SE OF      GROUP      SE OF    SAMPLE
 P-VALUE    P-VALUE     EFFECT     EFFECT     SIZE                REPORTING GROUP

  74.84       0.78                            2371                ALL STUDENTS

 ----SEX OF THE STUDENT                                ----
  76.12       1.04        1.28*      0.60     1098                MALE
  73.86       1.02       -0.98       0.53     1269                FEMALE

 ----SIZE OF THE COMMUNITY                             ----
  65.48       2.02       -9.36*      1.72      517                BIG CITIES
  77.00       1.23        2.16       1.11      637                FRINGE CITIES
  74.41       1.70       -0.43       1.35      635                MEDIUM CITIES
  78.60       1.34        3.76*      1.02      582                SMALLER PLACES

 ----REGION OF THE STATE                               ----
  76.07       2.19        1.23       2.05      208                RESCUE
  78.25       1.68        3.41*      1.51      370                COOP ED SERVICE
  77.33       1.61        2.49       1.33      543                CREC
  79.22       1.42        4.38*      1.32      414                ACES
  71.73       2.65       -3.11       2.39      245                PROJECT LEARN
  76.35       4.62        1.51       4.42       74                NARSES
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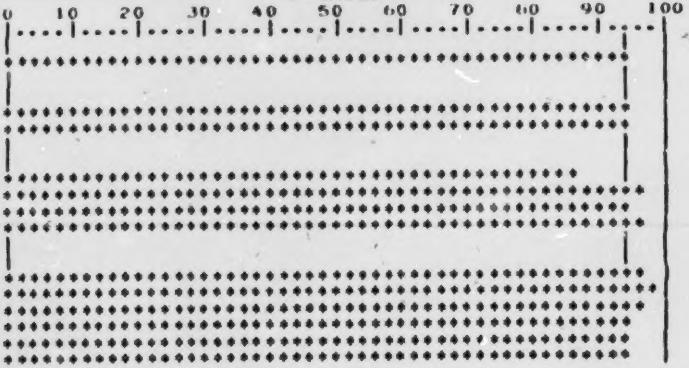
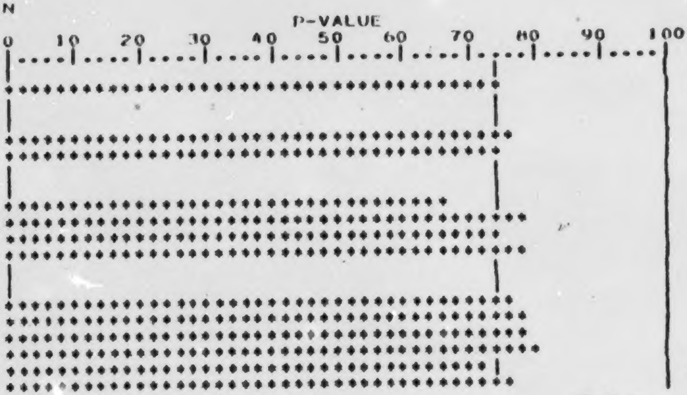
ANALYSIS BY REPORTING GROUPS
- FEBRUARY 1978

ITED STATES CITIZENSHIP



ANALYSIS BY REPORTING GROUPS
- FEBRUARY 1978

OPPOSITION



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                         NATIONAL EVALUATION SYSTEMS, INC. -- CON
                         CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GR

                         7  OBJ  8 - HAVE KNOWLEDGE ABOUT ECONOMI

            SE OF     GROUP      SE OF    SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT     SIZE              REPORTING GR

 70.52      0.67                           2371              ALL STUDENTS

----SEX OF THE STUDENT                              ----
 71.55      0.88       1.02*      0.46     1098              MALE
 69.70      0.83      -0.82*      0.41     1269              FEMALE

----SIZE OF THE COMMUNITY                           ----
 66.23      1.19      -4.30*      1.11      517              BIG CITIES
 72.34      1.15       1.82       1.02      637              FRINGE CITIES
 70.62      1.28       0.10       1.06      635              MEDIUM CITIES
 71.50      1.39       0.97       0.98      582              SMALLER PLACE

----REGION OF THE STATE                             ----
 68.46      2.34      -2.05       2.13      206              RESCUE
 74.09      1.55       3.57*      1.39      370              COOP ED SERVI
 73.03      1.45       2.51*      1.18      543              CREC
 72.21      1.32       1.78       1.20      414              ACES
 67.87      2.64      -2.66       1.84      245              PROJECT LEARN
 66.70      3.35      -3.82       3.22       74              NARSES


                         NATIONAL EVALUATION SYSTEMS, INC. -- CONT
                         CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRA

                         8  OBJ  9 -HAVE KNOWLEDGE ABOUT THE PHYSI

            SE OF     GROUP      SE OF    SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT     SIZE              REPORTING GRO

 68.66      0.47                           2371              ALL STUDENTS

----SEX OF THE STUDENT                              ----
 68.82      0.68       0.16       0.35     1098              MALE
 68.58      0.55      -0.08       0.29     1269              FEMALE

----SIZE OF THE COMMUNITY                           ----
 59.67      1.36      -8.99*      1.16      517              BIG CITIES
 70.06      0.89       1.40       0.76      637              FRINGE CITIES
 67.95      0.99      -0.71       0.60      625              MEDIUM CITIES
 72.94      0.68       4.28*      0.55      582              SMALLER PLACES

----REGION OF THE STATE                             ----
 71.09      1.04       2.43*      1.00      206              RESCUE
 70.59      1.21       1.92       1.09      370              COOP ED SERVIC
 72.16      0.84       3.50*      0.73      543              CREC
 69.40      1.14       0.74       1.01      414              ACES
 67.80      1.50      -0.86       1.39      245              PROJECT LEARN
 73.65      1.74       4.99*      1.69       74              NARSES
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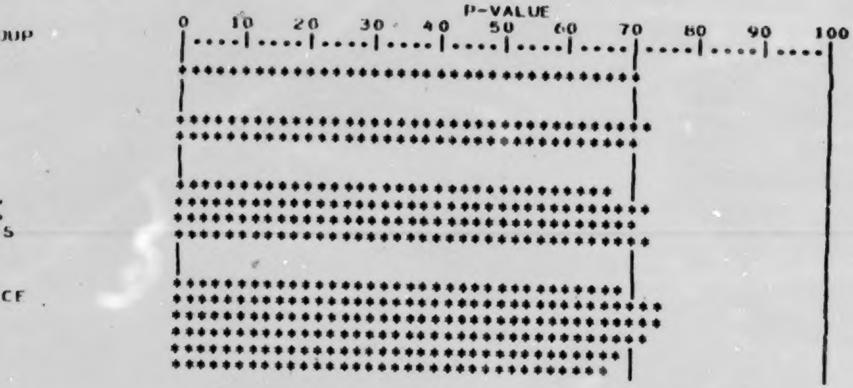
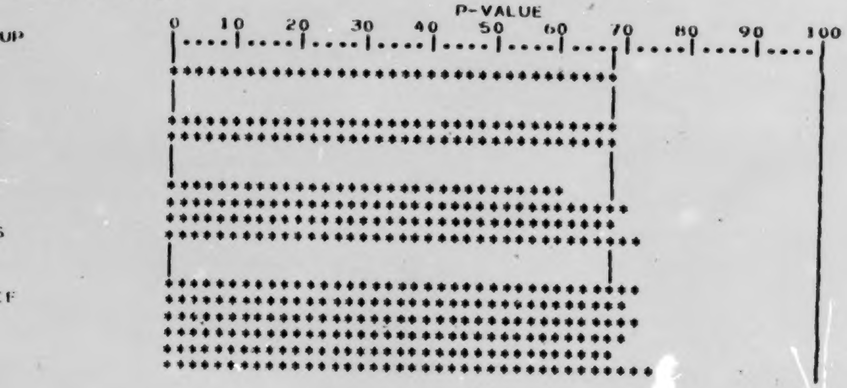
TENT ANALYSIS BY REPORTING GROUPS
ADE - FEBRUARY 1978

C SYSTEMS



ENT ANALYSIS BY REPORTING GROUPS
DE - FEBRUARY 1978

CAL ENVIRONMENT



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                                NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                                CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE

                                9  OBJ 10 - HAVE KNOWLEDGE ABOUT SOCIAL ORGA

           SE OF     GROUP     SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT    EFFECT   SIZE             REPORTING GROUP

 74.94      0.72                        2371             ALL STUDENTS

----SEX OF THE STUDENT                          ----
 72.77      0.95     -2.17*     0.52    1098             MALE
 76.95      0.89      2.01*     0.43    1269             FEMALE

----SIZE OF THE COMMUNITY                       ----
 68.28      1.70     -6.66*     1.47     517             BIG CITIES
 75.67      1.35      0.73      1.16     637             FRINGE CITIES
 73.39      1.56     -1.56      1.25     635             MEDIUM CITIES
 79.12      1.23      4.18*     0.94     562             SMALLER PLACES

----REGION OF THE STATE                         ----
 72.71      2.48     -2.23      2.27     208             RESCUE
 79.74      1.66      4.80*     1.51     370             COOP ED SERVICE
 80.59      1.17      5.64*     1.03     543             CREC
 73.00      1.66     -1.94      1.50     414             ACES
 69.94      2.13     -5.00*     1.99     245             PROJECT LEARN
 81.08      3.04      6.14*     2.95      74             NARSES
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                                NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                                CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE

                               10  OBJ 11 - UNDERSTAND THE NATURE OF CONFLI

           SE OF     GROUP     SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT    EFFECT   SIZE             REPORTING GROUP

 80.34      0.46                        2371             ALL STUDENTS

----SEX OF THE STUDENT                          ----
 79.44      0.66     -0.90*     0.40    1098             MALE
 81.12      0.60      0.78*     0.33    1269             FEMALE

----SIZE OF THE COMMUNITY                       ----
 74.12      1.18     -6.22*     1.01     517             BIG CITIES
 81.32      0.83      0.98      0.72     637             FRINGE CITIES
 80.19      1.00     -0.15      0.79     635             MEDIUM CITIES
 83.05      0.77      2.72*     0.59     562             SMALLER PLACES

----REGION OF THE STATE                         ----
 82.48      1.67      2.14      1.53     208             RESCUE
 82.41      1.32      2.07      1.16     370             COOP ED SERVICE
 82.11      0.73      1.77*     0.66     543             CREC
 81.64      0.93      1.30      0.84     414             ACES
 80.05      1.34     -0.29      1.73     245             PROJECT LEARN
 80.00      2.05     -0.34      2.91      74             NARSES
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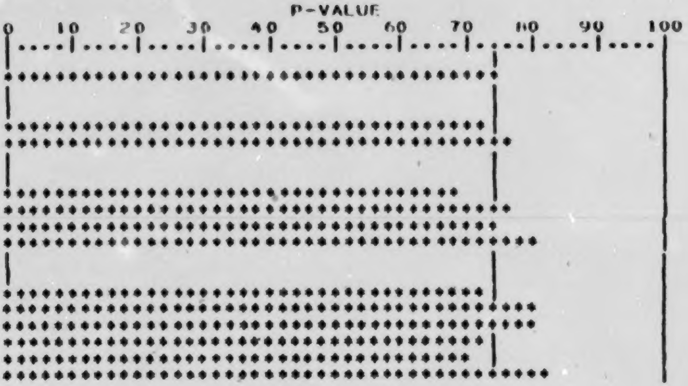
T ANALYSIS BY REPORTING GROUPS
- FEBRUARY 1978

ANIZATIONS



T ANALYSIS BY REPORTING GROUPS
- FEBRUARY 1978

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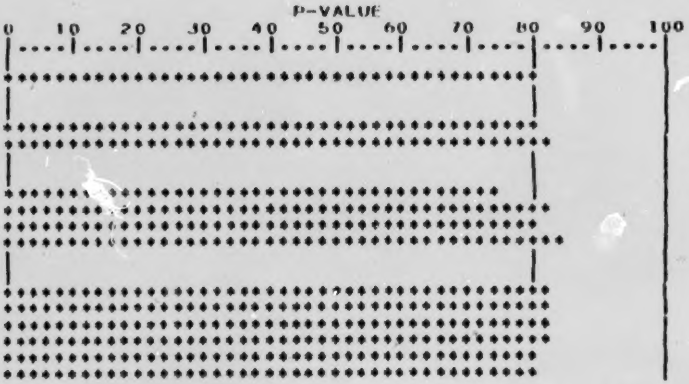

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                              NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT
                              CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE -

                           11  OBJ 12 - HAVE KNOWLEDGE ABOUT "CULTURAL UN

             SE OF      GROUP       SE OF   SAMPLE
P-VALUE    P-VALUE     EFFECT      EFFECT    SIZE              REPORTING GROUP

 68.03       0.77                            2371              ALL STUDENTS

----SEX OF THE STUDENT                                  ----
 67.99       0.96       -0.04       0.54     1098              MALE
 68.15       0.96        0.12       0.45     1269              FEMALE

----SIZE OF THE COMMUNITY                               ----
 51.35       1.66      -16.68*      1.62      517              BIG CITIES
 71.78       1.29        3.75*      1.16      637              FRINGE CITIES
 68.32       1.63        0.29       1.31      635              MEDIUM CITIES
 73.95       1.31        5.92*      0.99      582              SMALLER PLACES

----REGION OF THE STATE                                 ----
 68.86       1.66        0.83       1.61      208              RESCUE
 74.23       1.96        6.21*      1.74      370              COOP ED SERVICE
 73.84       1.52        5.81*      1.25      543              CREC
 68.57       1.70        0.54       1.53      414              ACES
 71.64       2.39        3.61       2.17      245              PROJECT LEARN
 67.72       1.85       -0.31       1.89       74              NARSES


                              NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT
                              CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE -

                           12  OBJ 13 - RECOGNIZE THAT CULTURE INFLUENCES

             SE OF      GROUP       SE OF   SAMPLE
P-VALUE    P-VALUE     EFFECT      EFFECT    SIZE              REPORTING GROUP

 77.14       0.71                            2371              ALL STUDENTS

----SEX OF THE STUDENT                                  ----
 76.68       0.90       -0.47       0.53     1098              MALE
 77.64       0.87        0.50       0.44     1269              FEMALE

----SIZE OF THE COMMUNITY                               ----
 68.96       1.50       -8.18*      1.34      517              BIG CITIES
 79.12       1.32        1.98       1.14      637              FRINGE CITIES
 74.33       1.51       -2.81*      1.22      635              MEDIUM CITIES
 82.21       1.33        5.07*      0.99      582              SMALLER PLACES

----REGION OF THE STATE                                 ----
 75.47       2.32       -1.67       2.14      208              RESCUE
 79.14       1.43        1.99       1.35      370              COOP ED SERVICE
 81.82       1.45        4.68*      1.22      543              CREC
 80.07       1.54        2.93*      1.40      414              ACES
 73.18       2.74       -3.96       2.47      245              PROJECT LEARN
 81.08       2.73        3.94       2.66       74              NARSES
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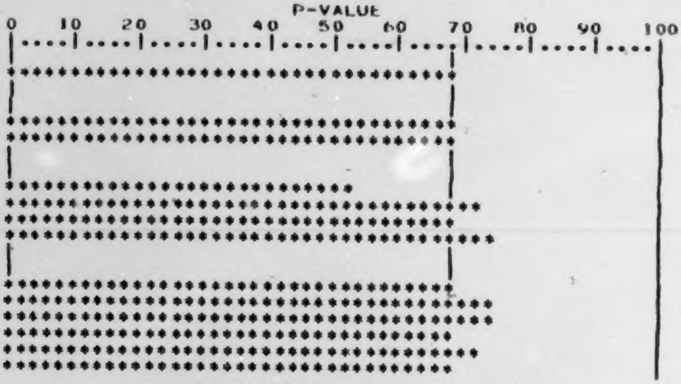
ANALYSIS BY REPORTING GROUPS
- FEBRUARY 1978

IIVERSALS"



ANALYSIS BY REPORTING GROUPS
FEBRUARY 1978

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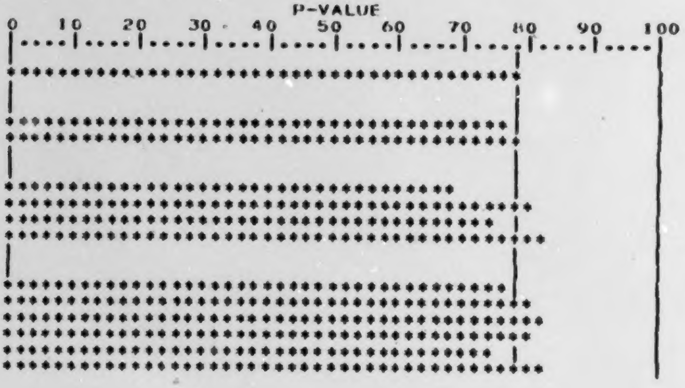

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                              NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                              CONN CITIZENSHIP/SOCIAL STUDIES - 4TH GRADE

                             II  OBJ 14 - DEMONSTRATE SKILLS RELATED TO M

           SE OF     GROUP      SE OF    SAMPLE
P-VALUE  P-VALUE    EFFECT     EFFECT     SIZE               REPORTING GROUP

 81.36     0.54                           2371               ALL STUDENTS --

----SEX OF THE STUDENT                               ----
 80.77     0.72     -0.59       0.41      1096               MALE
 81.95     0.66      0.59       0.39      1275               FEMALE

----SIZE OF THE COMMUNITY                            ----
 71.41     1.55     -9.95*      1.31       517               BIG CITIES
 84.90     0.67      3.54*      0.66       627               FRINGE CITIES
 80.25     0.98     -1.11       0.82       635               MEDIUM CITIES
 85.01     0.97      3.65*      0.71       562               SMALLER PLACES

----REGION OF THE STATE                              ----
 83.28     1.41      1.92       1.33       206               RESCUE
 85.25     1.41      3.89*      1.25       376               COOP ED SERVICE
 85.40     0.86      4.04*      0.76       543               CREC
 82.20     0.94      0.84       0.86       414               ACES
 79.47     1.66     -1.89       1.55       245               PROJECT LEARN
 84.05     2.65      2.69       2.55        74               NARSES
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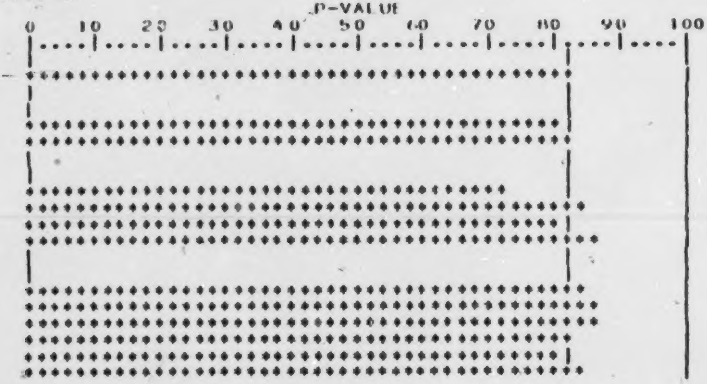
T ANALYSIS BY REPORTING GROUPS
- FEBRUARY 1978

AKING DECISIONS



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                                    NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT
                                      CONN CITIZENSHIP AND SOCIAL STUDIES - 8TH

                                    I  TOTAL TEST SCORE

            SE OF      GROUP      SE OF    SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT     SIZE                REPORTING GROUP

 58.66      0.38                            2576                ALL STUDENTS

----SEX OF THE STUDENT                                 ----
 59.63      0.49       0.97*      0.24      1217                MALE
 57.82      0.45      -0.84*      0.22      1355                FEMALE

----SPEAK A LANGUAGE OTHER THAN ENGLISH                ----
 55.38      0.95      -3.28*      0.76       328                YES
 59.12      0.39       0.46*      0.10      2242                NO

----HOW MANY HOURS PER DAY WATCHING TV                 ----
 63.17      1.32       4.51*      1.07       148                LESS THAN 1 HR
 60.44      0.68       1.78*      0.45       589                BETWEEN 1+2 HRS
 59.60      0.46       0.94*      0.28       896                BETWEEN 2+3 HRS
 55.74      0.52      -2.92*      0.35       937                MORE THAN 3 HRS

----HOW MUCH DO PARENTS TALK ABOUT SCHOOL               ----
 60.75      0.45       2.09*      0.20      1455                ALMOST EVERY DAY
 55.97      0.49      -2.69*      0.31      1010                ONCE IN A WHILE
 55.82      1.44      -2.85*      1.15       107                ALMOST NEVER

----HOW DO YOU LIKE SCHOOL                             ----
 52.84      1.76      -5.82*      1.45        90                I HATE IT
 57.24      1.03      -1.42       0.86       216                I DON'T LIKE IT
 57.48      0.46      -1.18*      0.25      1290                IT'S O.K.
 61.46      0.56       2.80*      0.41       727                I LIKE IT
 60.12      1.19       1.46       0.93       252                I LIKE IT A LOT

----HOW DO YOU FEEL ABOUT SOCIAL STUDIES                ----
 53.10      0.80      -5.56*      0.64       348                MY LEAST FAVORIT
 57.81      0.49      -0.85*      0.32       934                NOT A FAVORITE
 61.22      0.50       2.56*      0.31      1082                A FAVORITE
 58.77      1.29       0.11       1.01       210                MY MOST FAVORITE
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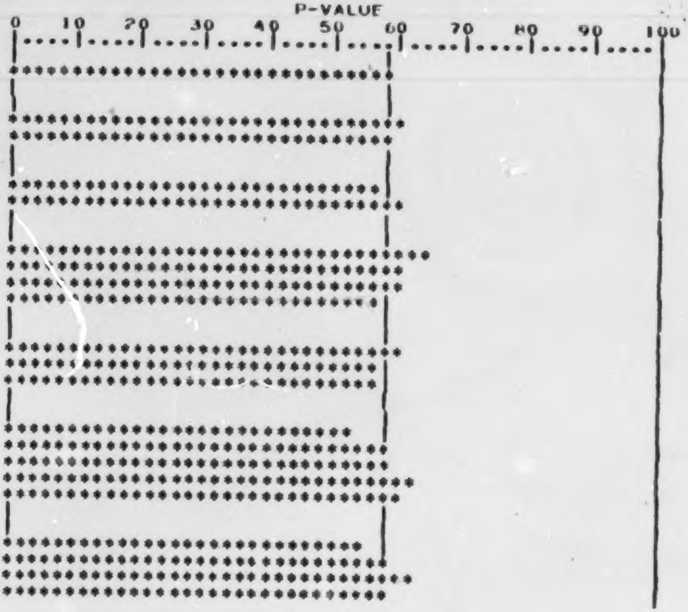
ANALYSIS BY REPORTING GROUPS
GRADE - NOVEMBER 1977



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                              NATIONAL EVALUATION SYSTEMS, INC. -- CONTE
                                CONN CITIZENSHIP AND SOCIAL STUDIES - BT

                              I  TOTAL TEST SCORE

             SE OF      GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE                REPORTING GROU

 58.66      0.38                          2576                ALL STUDENTS

----I HAVE SOME CHOICE IN WHAT I STUDY               ----
 57.94      0.87     -0.72       0.63      551                YES
 59.10      0.38      0.43*      0.17     1994                NO

----I FIND MOST TOPICS INTERESTING                   ----
 59.82      0.42      1.16*      0.17     1706                YES
 56.86      0.54     -1.80*      0.35      844                NO

----MY ASSIGNMENTS ARE MEANINGFUL                    ----
 59.13      0.44      0.47*      0.21     1499                YES
 58.50      0.53     -0.16       0.31     1039                NO

----THERE ARE A VARIETY OF ACTIVITIES                ----
 59.21      0.42      0.55*      0.12     2015                YES
 57.34      0.69     -1.32*      0.56      531                NO

----WE TALK ABOUT CURRENT EVENTS                     ----
 58.99      0.45      0.33       0.22     1518                YES
 58.76      0.54      0.10       0.34     1014                NO

----STUDENTS HELP DECIDE SCHOOL AFFAIRS              ----
 60.51      0.76      1.84*      0.60      474                OFTEN
 58.82      0.46      0.16       0.25     1293                SOMETIMES
 57.26      0.63     -1.41*      0.43      801                RARELY

----TEACHERS RESPECT OUR OPINION                     ----
 60.54      0.48      1.88*      0.25     1314                OFTEN
 57.68      0.49     -0.98*      0.30      987                SOMETIMES
 52.91      0.97     -5.75*      0.81      269                RARELY
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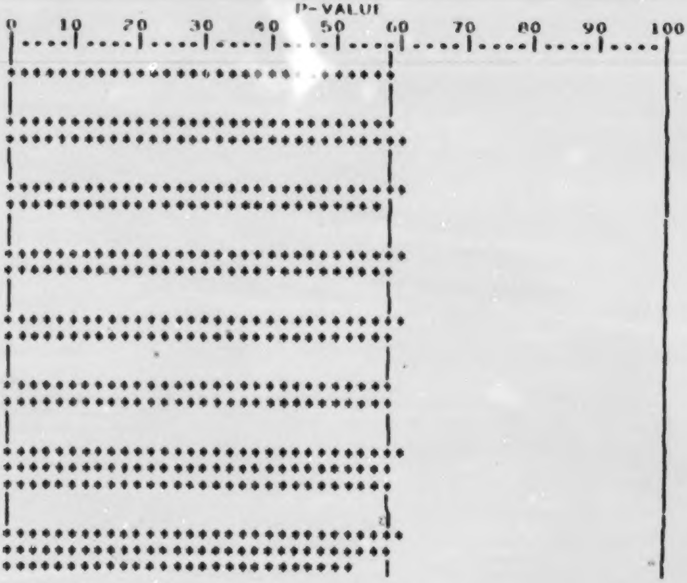
NT ANALYSIS BY REPORTING GROUPS
GRADE - NOVEMBER 1977



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                              NATIONAL EVALUATION SYSTEMS, INC. -- CONTE
                                CONN CITIZENSHIP AND SOCIAL STUDIES - RT

                              1  TOTAL TEST SCORE

            SE OF     GROUP     SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT    EFFECT    SIZE                 REPORTING GROU

 58.66      0.38                         2576                 ALL STUDENTS

----TIME READING FOR PLEASURE EACH WEEK         ----
 52.57      0.58     -6.09*     0.44      739                 LESS THAN 1 HR
 57.58      0.49     -1.08*     0.31      880                 BETWEEN 1+3 HR
 62.31      0.70      3.65*     0.51      463                 BETWEEN 3+5 HR
 64.79      0.77      6.13*     0.60      335                 BETWEEN 5+10 H
 68.28      1.19      9.62*     0.98      158                 MORE THAN 10 HR

----TRY TO CHANGE SCHOOL RULES                  ----
 58.63      0.66     -0.03      0.45      756                 YES
 58.78      0.42      0.12      0.18     1807                 NO

----TRY TO CHANGE COURSES OFFERED               ----
 55.27      0.61     -3.39*     0.47      633                 YES
 59.93      0.43      1.27*     0.14     1923                 NO

----TRY TO INCREASE ACTIVITIES                  ----
 57.98      0.48     -0.68*     0.26     1285                 YES
 59.60      0.47      0.93*     0.25     1270                 NO

----SIZE OF COMMUNITY                           ----
 49.94      0.94     -8.72*     0.83      569                 BIG CITIES
 60.10      0.72      1.44*     0.60      646                 FRINGE CITIES
 58.40      0.60     -0.26      0.55      681                 MEDIUM CITIES
 61.72      0.72      3.06*     0.52      680                 SMALLER PLACES

----REGION OF THE STATE                         ----
 61.07      0.83      2.41*     0.82      222                 RESCUE
 62.83      0.96      4.17*     0.85      395                 COOP ED SERV
 59.32      0.66      0.66      0.58      639                 CREC
 60.32      0.94      1.66      0.85      386                 ACES
 61.13      0.89      2.47*     0.85      269                 PROJECT LEARN
 53.91      1.23     -4.76*     1.19       96                 NARSES
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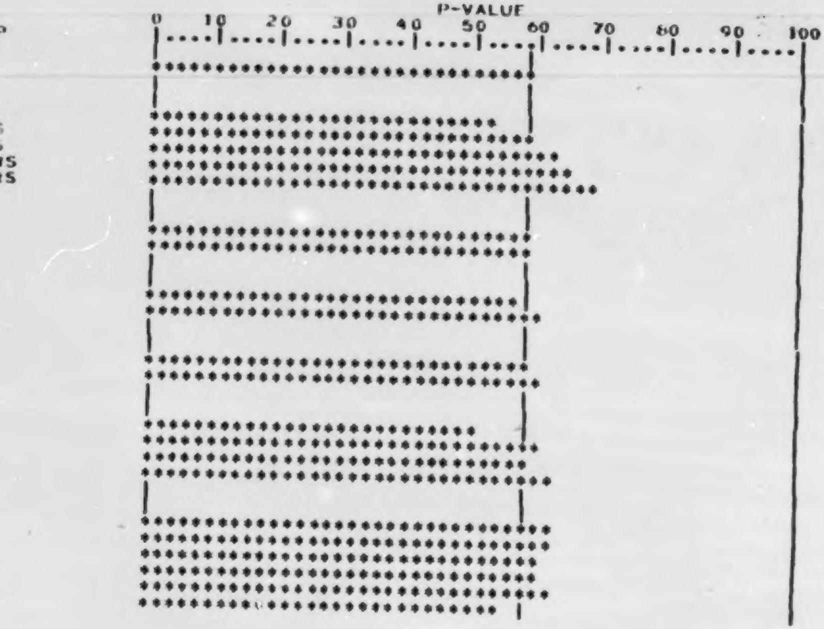
NT ANALYSIS BY REPORTING GROUPS
H GRADE - NOVEMBER 1977



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                    NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                      CONN CITIZENSHIP AND SOCIAL STUDIES - 8TH

                    1  TOTAL TEST SCORE

            SE OF     GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE              REPORTING GROUP

 58.66      0.38                          2576              ALL STUDENTS

----STUDENTS ARE CHILDREN OF:                       ----
 64.38      0.84      5.72*      0.82     [illegible]       UPPER-INCOME
 61.76      0.57      3.10*      0.51     [illegible]       MIDDLE-INCOME
 50.93      1.12     -7.73*      1.12      356              LOWER-INCOME
 57.73      0.55     -0.93*      0.45     1266              MIXED-INCOME

----IS TEAM TEACHING PREDOMINANT                    ----
 61.44      1.76      2.78       1.66      155              YES
 58.48      0.39     -0.18       0.13     2421              NO

----CONSULTANTS-SPECIALISTS HELP TEACHERS           ----
 59.25      0.51      0.59*      0.29     1638              YES
 57.65      0.65     -1.01       0.55      938              NO

----LACK OF FUNDS FOR SUPPLIES                      ----
 55.91      0.79     -2.75*      0.67      873              YES
 59.90      0.46      1.24*      0.26     1703              NO

----LACK OF AUDIO-VISUAL MATERIALS                  ----
 57.08      0.96     -1.58       0.61      689              YES
 59.24      0.44      0.58*      0.26     1887              NO

----TEXTBOOKS TOO DIFFICULT TO READ                 ----
 57.42      0.80     -1.24       0.64      876              YES
 59.45      0.48      0.79*      0.32     1561              NO
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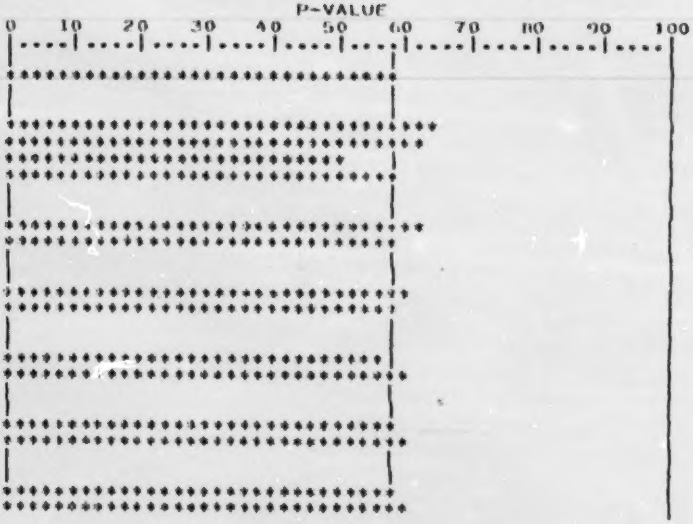
T ANALYSIS BY REPORTING GROUPS
GRADE - NOVEMBER 1977



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                 NATIONAL EVALUATION SYSTEMS, INC. -- CONTR
                   FORM CITIZENSHIP AND SOCIAL STUDIES -
                 1  TOTAL TEST SCORE
            SE OF      GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE     EFFECT     EFFECT    SIZE            REPORTING GROUP
 58.66      0.38                           2576            ALL STUDENTS
----IRRELEVANCE OF TEXTBOOKS TO STUDENTS          ----
 55.74      1.40      -2.92*      1.20     523             YES
 59.28      0.42       0.61*      0.22    2053             NO
----LACK OF PLANNING TIME FOR TEACHERS            ----
 59.19      1.03       0.53       0.96     297             YES
 58.68      0.42       0.02       0.12    2232             NO
----CLASS SIZES TOO LARGE                         ----
 57.62      0.79      -1.04       0.74     396             YES
 58.85      0.44       0.19       0.11    2180             NO
----POOR SOCIAL STUDIES BACKGROUND STUDENTS ----
 56.20      0.76      -2.46*      0.62     926             YES
 60.04      0.46       1.38*      0.30    1581             NO
----SOCIAL STUDIES REQUIRED IN CURRICULUM         ----
 58.66      0.38       0.0        0.0     2576             YES
  0.0       0.0      -58.66*      0.33       0             NO
----PROGRAM DEVELOPMENT LAST 1-3 YEARS            ----
 59.17      0.48       0.50       0.26    1728             YES
 55.57      1.05      -3.09*      0.95     533             NO
----PROGRAM DEVELOPMENT LAST 4-6 YEARS            ----
 59.08      0.75       0.42       0.59     692             YES
 58.97      0.94       0.31       0.85     487             NO
----PROGRAM DEVELOPMENT LAST 7-10 YEARS           ----
 61.16      0.72       2.50*      0.60     858             YES
 55.39      1.22      -3.27*      1.11     522             NO
----FINANCIAL SUPPORT FOR FIELD TRIPS             ----
 59.90      0.63       1.24*      0.45     944             YES
 57.81      0.51      -0.85*      0.34    1632             NO
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ANALYSIS BY REPORTING GROUPS

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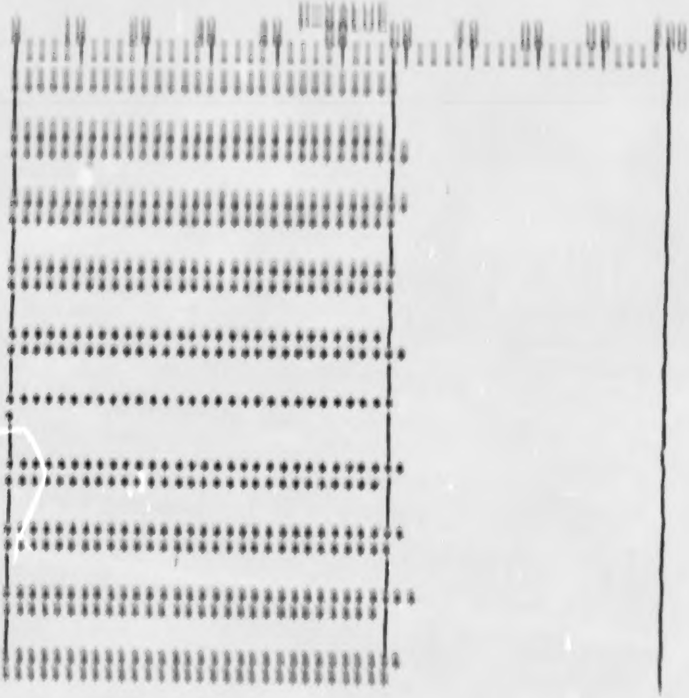

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                         NATIONAL EVALUATION SYSTEMS, INC.
                           [illegible]
                         1  TOTAL TEST SCORE
           SE OF     GROUP      SE OF    SAMPLE
P-VALUE   P-VALUE   EFFECT     EFFECT     SIZE               REPORTING GROUP
 58.66     0.38                          [illegible]         ALL STUDENTS
----IN-SERVICE WITH CREDIT                            ----
 62.43     1.57      3.77*      1.56      183                YES
 58.55     0.41     -0.11       0.16     2250                NO
----IN-SERVICE WITHOUT CREDIT                         ----
 59.76     0.55      1.10*      0.46     1158                YES
 57.98     0.53     -0.68       0.40     1328                NO
----PAID SUMMER WORKSHOPS                             ----
 60.67     0.68      2.01*      0.70      636                YES
 58.01     0.45     -0.65*      0.28     1894                NO
----HALF-DAYS RELEASED TIME                           ----
 59.72     0.50      1.06*      0.34     1437                YES
 57.45     0.69     -1.21*      0.53     1049                NO
----FULL-DAYS RELEASED TIME                           ----
 61.63     0.66      2.97*      0.62      558                YES
 58.02     0.42     -0.64*      0.28     1797                NO
----VISITING CONSULTANTS                              ----
 58.33     0.65     -0.33       0.57      926                YES
 59.10     0.45      0.44       0.29     1563                NO
----SUPPORT ATTENDING IN-STATE CONFERENCES            ----
 60.39     0.43      1.73*      0.37     1228                YES
 57.12     0.57     -1.55*      0.43     1305                NO
----SUPPORT ATTENDING OUT-STATE CONFERENCES           ----
 61.45     0.60      2.79*      0.41      912                YES
 57.32     0.50     -1.34*      0.34     1576                NO
----PROFESSIONAL DAYS                                 ----
 59.93     0.35      1.27*      0.20     2047                YES
 53.14     0.78     -5.52*      0.70      500                NO
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ING GROUPS
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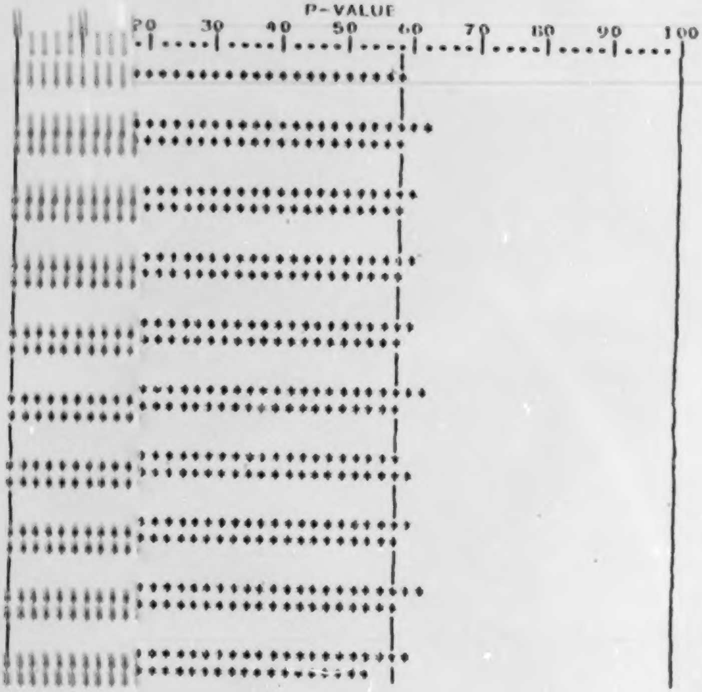

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                              NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT
                                CONN CITIZENSHIP AND SOCIAL STUDIES - 8TH

                               1  OBJECTIVE 1. HAVE KNOWLEDGE OF LOCAL, STA

            SE OF     GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE             REPORTING GROUP

 40.86      0.56                          2576             ALL STUDENTS

----SEX OF THE STUDENT                           ----
 45.61      0.70      4.75*      0.41     1217             MALE
 36.54      0.75     -4.32*      0.39     1355             FEMALE

----SIZE OF THE COMMUNITY                        ----
 31.73      1.33     -9.13*      1.18      569             BIG CITIES
 43.22      1.10      2.37*      0.91      646             FRINGE CITIES
 39.80      1.05     -1.06       0.90      681             MEDIUM CITIES
 43.94      1.03      3.06*      0.75      680             SMALLER PLACES

----REGION OF THE STATE                          ----
 41.66      1.43      0.80       1.38      222             RESCUE
 46.57      1.50      5.72*      1.32      395             COOP ED SERVICE
 40.68      1.06     -0.18       0.89      639             CREC
 42.31      1.32      1.45       1.19      386             ACES
 45.19      1.51      4.34*      1.39      269             PROJECT LEARN
 36.11      1.73     -4.74*      1.70       96             NARSES
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                              NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT
                                CONN CITIZENSHIP AND SOCIAL STUDIES - 8TH

                               2  OBJECTIVE 2. HAVE KNOWLEDGE OF HISTORICAL

            SE OF     GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE             REPORTING GROUP

 65.40      0.55                          2576             ALL STUDENTS

----SEX OF THE STUDENT                           ----
 67.15      0.77      1.76*      0.41     1217             MALE
 63.82      0.65     -1.57*      0.37     1355             FEMALE

----SIZE OF THE COMMUNITY                        ----
 59.32      1.08     -6.08*      1.00      569             BIG CITIES
 65.99      0.98      0.59       0.83      646             FRINGE CITIES
 66.82      1.07      1.42       0.91      681             MEDIUM CITIES
 66.77      1.08      1.37       0.77      680             SMALLER PLACES

----REGION OF THE STATE                          ----
 67.42      2.05      2.02       1.88      222             RESCUE
 70.34      1.16      4.94*      1.06      395             COOP ED SERVICE
 66.14      0.95      0.74       0.80      639             CREC
 66.11      1.20      0.71       1.09      386             ACES
 65.60      1.85      0.20       1.67      269             PROJECT LEARN
 58.59      1.93     -6.80*      1.85       96             NARSES
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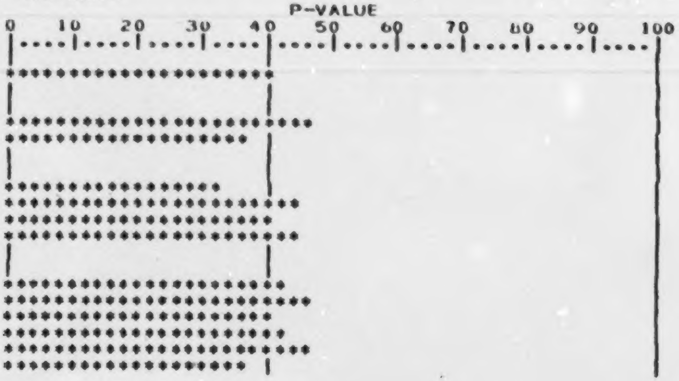
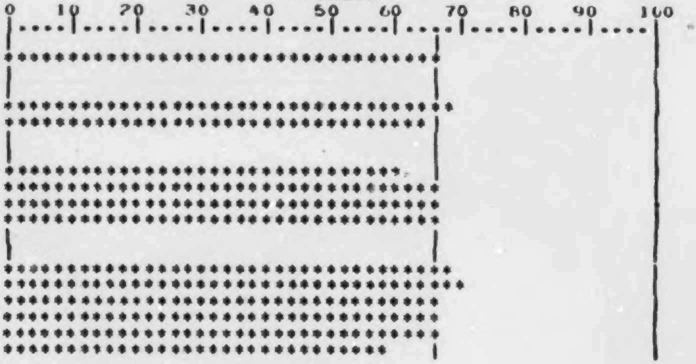
ANALYSIS BY REPORTING GROUPS
GRADE - NOVEMBER 1977

TE. AND US HISTORY.



ANALYSIS BY REPORTING GROUPS
GRADE - NOVEMBER 1977

DEVELOPMENTS.



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                        NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                          CONN CITIZENSHIP AND SOCIAL STUDIES - 8TH

                        3  OBJECTIVE 3. KNOW THE STRUCTURE OF US G

             SE OF     GROUP     SE OF   SAMPLE
P-VALUE   P-VALUE   EFFECT    EFFECT    SIZE             REPORTING GROUP

 49.09     0.54                         2576             ALL STUDENTS

----SEX OF THE STUDENT                          ----
 50.73     0.74      1.64*     0.37     1217             MALE
 47.61     0.62     -1.46*     0.33     1355             FEMALE

----SIZE OF THE COMMUNITY                       ----
 43.86     1.04     -5.23*     0.96      569             BIG CITIES
 50.11     1.06      1.02      0.67      646             FRINGE CITIES
 47.26     0.98     -1.83*     0.85      681             MEDIUM CITIES
 51.93     1.05      2.84*     0.75      680             SMALLER PLACES

----REGION OF THE STATE                         ----
 49.01     1.74     -0.08      1.63      222             RESCUE
 50.83     1.60      1.74      1.40      395             COOP ED SERVICE
 49.33     0.93      0.24      0.81      639             CREC
 51.89     1.64      2.80*     1.43      386             ACES
 49.34     1.27      0.25      1.21      269             PROJECT LEARN
 49.70     2.92      0.61      2.78       96             NARSES
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                        NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                          CONN CITIZENSHIP AND SOCIAL STUDIES - 8TH

                        4  OBJECTIVE 4. HAVE KNOWLEDGE ABOUT IDEOLO

             SE OF     GROUP     SE OF   SAMPLE
P-VALUE   P-VALUE   EFFECT    EFFECT    SIZE             REPORTING GROUP

 51.96     0.61                         2576             ALL STUDENTS

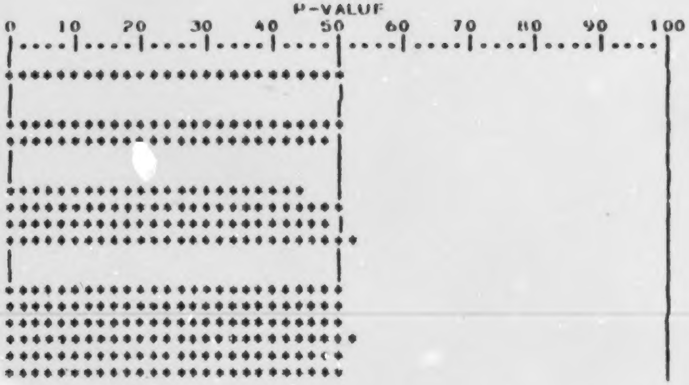
----SEX OF THE STUDENT                          ----
 51.99     0.75      0.03      0.47     1217             MALE
 51.95     0.84     -0.01      0.42     1355             FEMALE

----SIZE OF THE COMMUNITY                       ----
 44.40     1.00     -7.56*     0.98      569             BIG CITIES
 53.63     1.28      1.67      1.03      646             FRINGE CITIES
 51.92     0.87     -0.03      0.83      681             MEDIUM CITIES
 54.18     1.22      2.22*     0.85      680             SMALLER PLACES

----REGION OF THE STATE                         ----
 55.96     2.06      4.00*     1.89      222             RESCUE
 56.87     1.62      4.92*     1.41      395             COOP ED SERVICE
 52.31     0.96      0.35      0.85      639             CREC
 52.11     1.42      0.15      1.28      386             ACES
 54.50     1.87      2.54      1.70      269             PROJECT LEARN
 44.37     1.66     -7.58*     1.64       96             NARSES
```

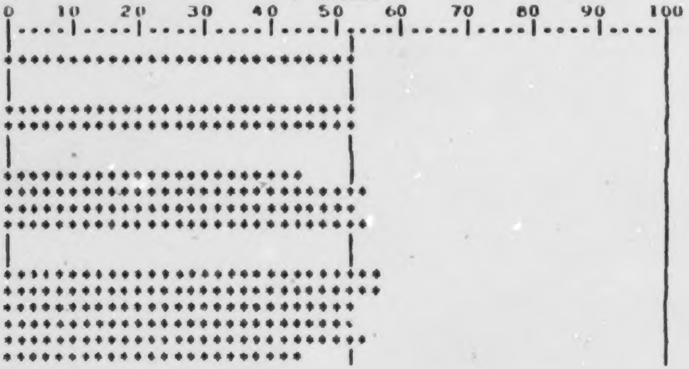
T ANALYSIS BY REPORTING GROUPS
GRADE - NOVEMBER 1977

OVERNMENT.



T ANALYSIS BY REPORTING GROUPS
GRADE - NOVEMBER 1977

GY OF POLITICAL SYSTEMS.



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                    NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                      CONN CITIZENSHIP AND SOCIAL STUDIES - 8TH

                    5  OBJECTIVE 5. RECOGNIZE RIGHTS AND LIBERT

            SE OF     GROUP     SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT    EFFECT    SIZE             REPORTING GROUP

 79.30      0.51                         2576             ALL STUDENTS

----SEX OF THE STUDENT                           ----
 80.10      0.67      0.60*     0.40     1217             MALE
 78.65      0.69     -0.65      0.37     1355             FEMALE

----SIZE OF THE COMMUNITY                        ----
 61.31      1.11    -17.99*     1.00      569             BIG CITIES
 81.53      1.05      2.23*     0.84      646             FRINGE CITIES
 80.24      0.81      0.94      0.73      681             MEDIUM CITIES
 85.11      0.90      5.82*     0.66      680             SMALLER PLACES

----REGION OF THE STATE                          ----
 84.53      1.46      5.23*     1.39      222             RESCUE
 84.67      1.25      5.37*     1.12      395             COOP ED SERVICE
 81.72      0.82      2.43*     0.74      639             CREC
 81.93      1.47      2.63*     1.29      386             ACES
 83.55      1.56      4.25*     1.42      269             PROJECT LEARN
 77.92      2.13     -1.38      2.05       96             NARSES
```

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                    NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT
                      CONN CITIZENSHIP AND SOCIAL STUDIES - 8TH

                    6  OBJECTIVE 6. UNDERSTAND DUTIES AND RESPON

            SE OF     GROUP     SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT    EFFECT    SIZE             REPORTING GROUP

 67.85      0.69                         2576             ALL STUDENTS

----SEX OF THE STUDENT                           ----
 70.62      1.02      2.77*     0.59     1217             MALE
 65.38      0.87     -2.47*     0.51     1355             FEMALE

----SIZE OF THE COMMUNITY                        ----
 62.13      1.67     -5.72*     1.47      569             BIG CITIES
 71.22      1.15      3.37*     0.98      646             FRINGE CITIES
 66.01      1.24     -1.84      1.06      681             MEDIUM CITIES
 69.19      1.38      1.34      0.96      680             SMALLER PLACES

----REGION OF THE STATE                          ----
 67.41      2.07     -0.44      1.93      222             RESCUE
 71.24      1.46      3.39*     1.32      395             COOP ED SERVICE
 68.38      1.27      0.53      1.05      639             CREC
 70.87      1.60      3.02*     1.44      386             ACES
 66.86      2.42     -0.99      2.17      269             PROJECT LEARN
 66.15      4.52     -1.71      4.26       96             NARSES
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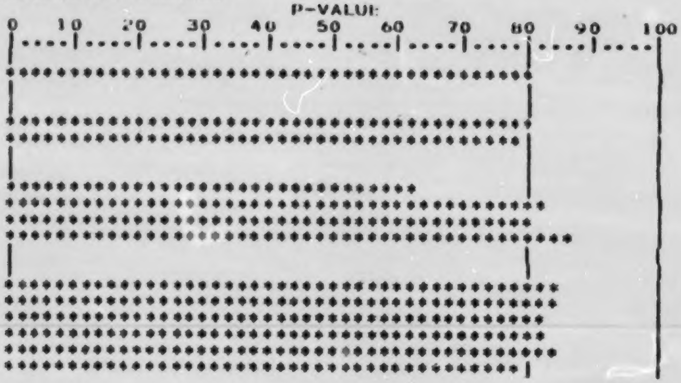
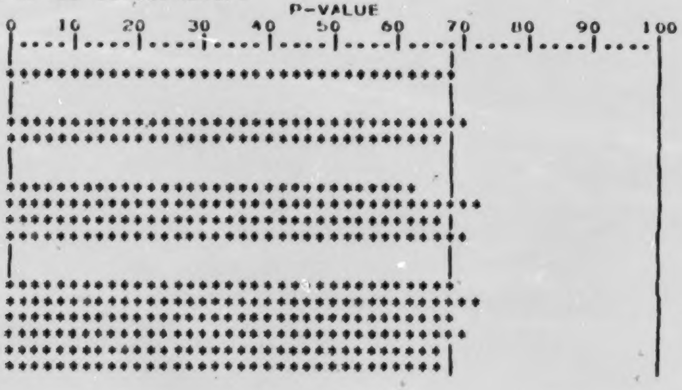
S ANALYSIS BY REPORTING GROUPS
GRADE - NOVEMBER 1977

IES OF A PLURALISTIC SYSTEM.



ANALYSIS BY REPORTING GROUPS
GRADE - NOVEMBER 1977

SIBILITIES OF US CITIZENSHIP.



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                              NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                                CONN CITIZENSHIP AND SOCIAL STUDIES - 8TH

                              7  OBJECTIVE 7. UNDERSTAND THAT POLITICAL O

             SE OF      GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE                REPORTING GROUP

 52.88      0.57                           2576                ALL STUDENTS

----SEX OF THE STUDENT                               ----
 53.90      0.74       1.02*      0.43     1217                MALE
 51.99      0.73      -0.89*      0.38     1355                FEMALE

----SIZE OF THE COMMUNITY                            ----
 46.58      1.52      -6.31*      1.32      569                BIG CITIES
 55.08      1.03       2.19*      0.87      646                FRINGE CITIES
 51.25      1.03      -1.63       0.89      681                MEDIUM CITIES
 55.22      1.05       2.34*      0.76      680                SMALLER PLACES

----REGION OF THE STATE                              ----
 57.59      1.52       4.71*      1.44      222                RESCUE
 57.64      1.21       4.75*      1.11      395                COOP ED SERVICE
 51.41      0.95      -1.48       0.84      639                CREC
 56.48      1.53       3.60*      1.35      386                ACES
 52.88      1.31      -0.00       1.24      269                PROJECT LEARN
 45.31      1.71      -7.57*      1.70       96                NARSES
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                              NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                                CONN CITIZENSHIP AND SOCIAL STUDIES - 8TH

                              8  OBJECTIVE 8. HAVE KNOWLEDGE ABOUT ECONOM

             SE OF      GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE                REPORTING GROUP

 56.47      0.53                           2576                ALL STUDENTS

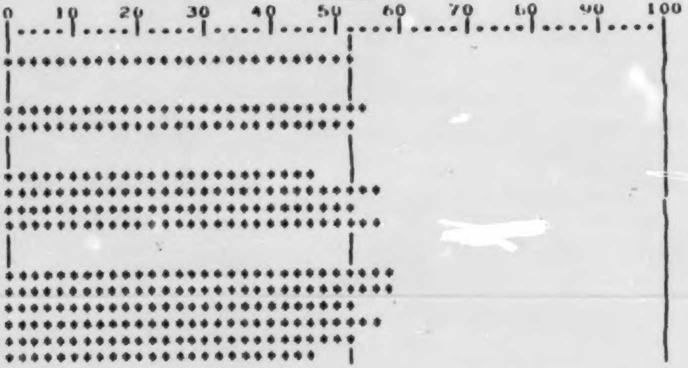
----SEX OF THE STUDENT                               ----
 58.25      0.72       1.78*      0.38     1217                MALE
 54.87      0.64      -1.66*      0.34     1355                FEMALE

----SIZE OF THE COMMUNITY                            ----
 48.64      1.24      -7.83*      1.10      569                BIG CITIES
 56.76      0.99       0.29       0.83      646                FRINGE CITIES
 56.69      0.86       0.22       0.78      681                MEDIUM CITIES
 59.66      1.04       3.19*      0.73      680                SMALLER PLACES

----REGION OF THE STATE                              ----
 58.55      0.99       2.08*      1.00      222                RESCUE
 61.28      1.26       4.81*      1.12      395                COOP ED SERVICE
 56.09      1.16      -0.38       0.93      639                CREC
 57.84      1.24       1.37       1.12      386                ACES
 59.80      1.05       3.33*      1.02      269                PROJECT LEARN
 51.93      2.37      -4.54*      2.26       96                NARSES
```

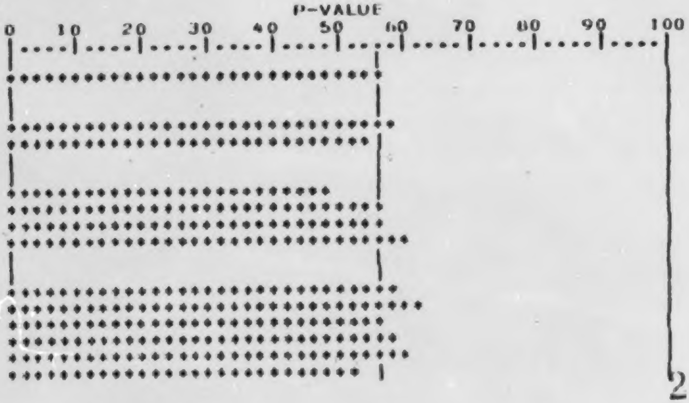
T ANALYSIS BY REPORTING GROUPS
GRADE - NOVEMBER 1977

PPOSITION IS LEGITIMATE.



T ANALYSIS BY REPORTING GROUPS
GRADE - NOVEMBER 1977

IC SYSTEMS.



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                          NATIONAL EVALUATION SYSTEMS, INC. -- CONT
                            CONN CITIZENSHIP AND SOCIAL STUDIES - 8

                          9  OBJECTIVE 9. HAVE KNOWLEDGE ABOUT HUMA

            SE OF      GROUP       SE OF    SAMPLE
P-VALUE   P-VALUE     EFFECT      EFFECT     SIZE              REPORTING GRO

 51.96      0.62                             2576              ALL STUDENTS

----SEX OF THE STUDENT                                ----
 54.65      0.87       2.69*       0.52      1217              MALE
 49.54      0.82      -2.42*       0.46      1355              FEMALE

----SIZE OF THE COMMUNITY                             ----
 41.43      1.19     -10.53*       1.10       569              BIG CITIES
 52.21      1.32       0.25        1.05       646              FRINGE CITIES
 50.81      1.00      -1.15        0.90       681              MEDIUM CITIES
 57.28      1.19       5.32*       0.84       680              SMALLER PLACE

----REGION OF THE STATE                               ----
 55.54      1.94       3.58*       1.81       222              RESCUE
 54.91      1.58       2.95*       1.42       395              COOP ED SERVI
 53.14      1.23       1.18        1.03       639              CREC
 54.25      1.84       2.29        1.61       386              ACES
 54.87      1.85       2.90        1.70       269              PROJECT LEARN
 48.70      2.66      -3.26        2.53        96              NARSES
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                          NATIONAL EVALUATION SYSTEMS, INC. -- CONTE
                            CONN CITIZENSHIP AND SOCIAL STUDIES - 8T

                          10  OBJECTIVE 10. HAVE KNOWLEDGE ABOUT SOCI

            SE OF      GROUP       SE OF    SAMPLE
P-VALUE   P-VALUE     EFFECT      EFFECT     SIZE              REPORTING GROU

 69.25      0.61                             2576              ALL STUDENTS

----SEX OF THE STUDENT                                ----
 67.59      0.78      -1.66*       0.47      1217              MALE
 70.82      0.80       1.56*       0.41      1355              FEMALE

----SIZE OF THE COMMUNITY                             ----
 60.90      1.50      -8.35*       1.32       569              BIG CITIES
 70.52      1.12       1.27        0.98       646              FRINGE CITIES
 69.90      1.08       0.65        0.94       681              MEDIUM CITIES
 71.65      1.14       2.40*       0.82       680              SMALLER PLACES

----REGION OF THE STATE                               ----
 72.29      1.41       3.04*       1.37       222              RESCUE
 73.31      1.26       4.05*       1.16       395              COOP ED SERVIC
 70.09      1.23       0.84        0.99       639              CREC
 69.70      1.37       0.45        1.24       386              ACES
 73.13      1.72       3.88*       1.57       269              PROJECT LEARN
 61.98      2.64      -7.27*       2.54        96              NARSES
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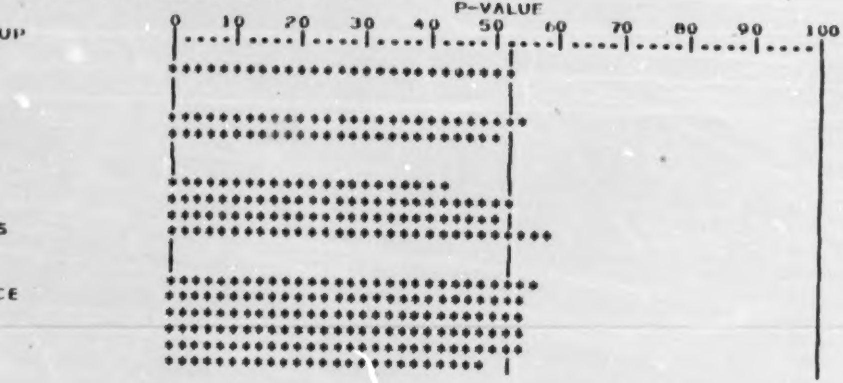
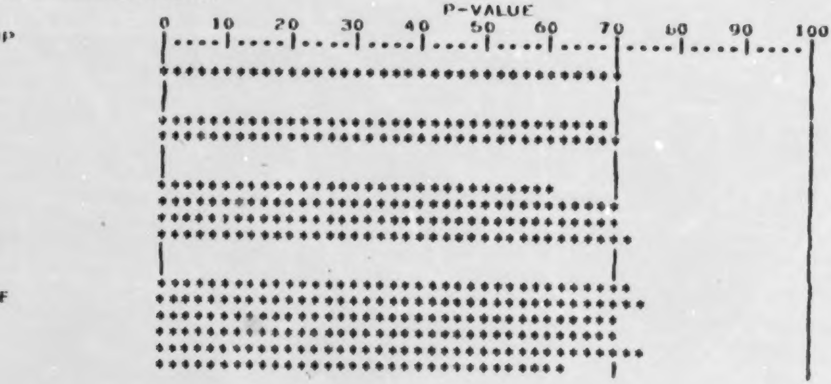
ENT ANALYSIS BY REPORTING GROUPS
TH GRADE - NOVEMBER 1977

NS AND PHYSICAL ENVIRONMENT.



NT ANALYSIS BY REPORTING GROUPS
TH GRADE - NOVEMBER 1977

AL ORGANIZATIONS.



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                     NATIONAL EVALUATION SYSTEMS, INC. -- CON
                       CONN CITIZENSHIP AND SOCIAL STUDIES -

                  11  OBJECTIVE 11. UNDERSTAND THE NATURE O

           SE OF     GROUP     SE OF   SAMPLE
P-VALUE  P-VALUE   EFFECT    EFFECT    SIZE             REPORTING GR

 71.78     0.51                        2576             ALL STUDENTS

----SEX OF THE STUDENT                          ----
 71.36     0.71     -0.43      0.40    1217             MALE
 72.28     0.63      0.50      0.35    1355             FEMALE

----SIZE OF THE COMMUNITY                       ----
 62.71     1.40     -9.07*     1.21     569             BIG CITIES
 73.23     0.98      1.45      0.78     646             FRINGE CITIE
 71.43     0.80     -0.36      0.72     681             MEDIUM CITIE
 75.08     0.93      3.27*     0.66     680             SMALLER PLAC

----REGION OF THE STATE                         ----
 74.18     1.47      2.39      1.38     222             RESCUE
 75.65     1.22      3.87*     1.09     395             COOP ED SERV
 73.01     0.90      1.23      0.76     639             CREC
 73.80     1.38      2.01      1.21     386             ACES
 73.05     1.22      1.27      1.13     269             PROJECT LEAR
 67.92     1.79     -3.87*     1.74      96             NAMSES



                     NATIONAL EVALUATION SYSTEMS, INC. -- CO
                       CONN CITIZENSHIP AND SOCIAL STUDIES -

                  12  OBJECTIVE 12. HAVE KNOWLEDGE ABOUT "

           SE OF     GROUP     SE OF   SAMPLE
P-VALUE  P-VALUE   EFFECT    EFFECT    SIZE             REPORTING G

 64.46     0.63                        2576             ALL STUDENT

----SEX OF THE STUDENT                          ----
 65.88     0.85      1.42*     0.52    1217             MALE
 63.16     0.66     -1.30*     0.48    1355             FEMALE

----SIZE OF THE COMMUNITY                       ----
 54.92     1.62     -9.55*     1.41     569             BIG CITIES
 65.78     1.33      1.31      1.06     646             FRINGE CITI
 65.55     1.12      1.09      0.96     681             MEDIUM CITI
 67.08     1.08      2.62*     0.80     680             SMALLER PLA

----REGION OF THE STATE                         ----
 67.30     1.72      2.84      1.62     222             RESCUE
 70.13     1.48      5.67*     1.31     395             COOP ED SER
 67.09     1.22      2.62*     0.94     639             CREC
 63.90     1.51     -0.56      1.35     386             ACES
 64.59     1.66      0.13      1.52     269             PROJECT LEA
 59.06     2.07     -5.40*     2.01      96             NAMSES
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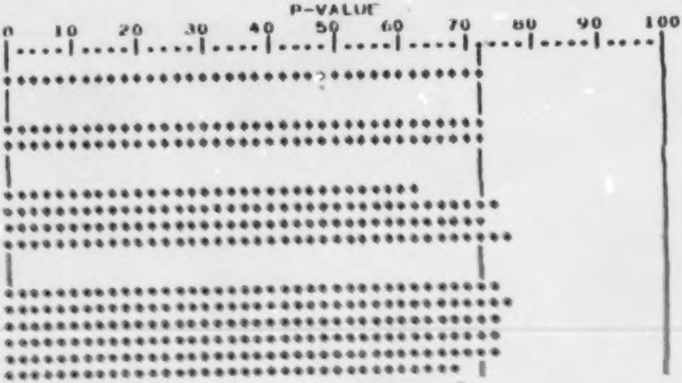
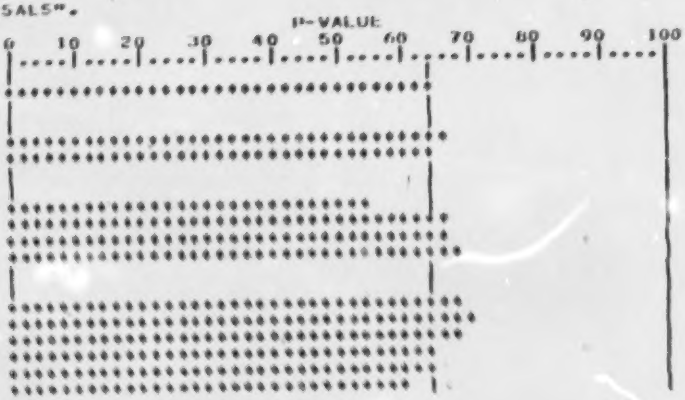
NTENT ANALYSIS BY REPORTING GROUPS
8TH GRADE - NOVEMBER 1977

F CONFLICTS.



NTENT ANALYSIS BY REPORTING GROUPS
8TH GRADE - NOVEMBER 1977

CULTURAL UNIVERSALS".



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                 NATIONAL EVALUATION SYSTEMS, INC. -- C
                   CONN CITIZENSHIP AND SOCIAL STUDIES

             13  OBJECTIVE 13. RECOGNIZE THAT CULTUR

           SE OF      GROUP       SE OF   SAMPLE
P-VALUE  P-VALUE     EFFECT      EFFECT    SIZE             REPORTING

 57.59     0.60                            2576             ALL STUDENT

----SEX OF THE STUDENT
 54.71     0.84      -2.88*       0.47     1217     ----    MALE
 60.25     0.75       2.66*       0.41     1355             FEMALE

----SIZE OF THE COMMUNITY
 48.25     1.20      -9.34*       1.16      569     ----    BIG CITIES
 58.91     1.26       1.32        1.01      646             FRINGE CITI
 58.01     1.01       0.42        0.90      681             MEDIUM CITI
 60.55     1.13       2.96*       0.81      680             SMALLER PLA

----REGION OF THE STATE
 59.36     1.87       1.77        1.74      222     ----    RESCUE
 61.59     1.33       4.00*       1.20      395             COOP ED SER
 58.47     1.08       0.88        0.91      639             CREC
 58.13     1.64       0.55        1.44      386             ACES
 63.11     1.43       5.52*       1.33      269             PROJECT LEA
 51.56     2.89      -6.03*       2.75       96             NARSES
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                 NATIONAL EVALUATION SYSTEMS, INC. -- CO
                   CONN CITIZENSHIP AND SOCIAL STUDIES -

             14  OBJECTIVE 14. DEMONSTRATE SKILLS IN

           SE OF      GROUP       SE OF   SAMPLE
P-VALUE  P-VALUE     EFFECT      EFFECT    SIZE             REPORTING G

 61.35     0.58                            2576             ALL STUDENTS

----SEX OF THE STUDENT
 60.36     0.78      -0.96*       0.44     1217     ----    MALE
 62.31     0.73       0.96*       0.39     1355             FEMALE

----SIZE OF THE COMMUNITY
 52.27     1.41      -9.08*       1.25      569     ----    BIG CITIES
 63.29     1.08       1.94*       0.90      646             FRINGE CITIE
 61.50     0.98       0.15        0.87      681             MEDIUM CITIE
 63.94     1.12       2.59*       0.80      680             SMALLER PLAC

----REGION OF THE STATE
 63.93     1.05       2.57*       1.06      222     ----    RESCUE
 64.37     1.36       3.02*       1.22      395             COOP ED SERV
 62.79     1.09       1.44        0.90      639             CREC
 63.44     1.40       2.09        1.25      386             ACES
 65.48     1.46       4.12*       1.36      269             PROJECT LEAR
 51.67     1.79      -9.69*       1.74       96             NARSES
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NTENT ANALYSIS BY REPORTING GROUPS
- 8TH GRADE - NOVEMBER 1977

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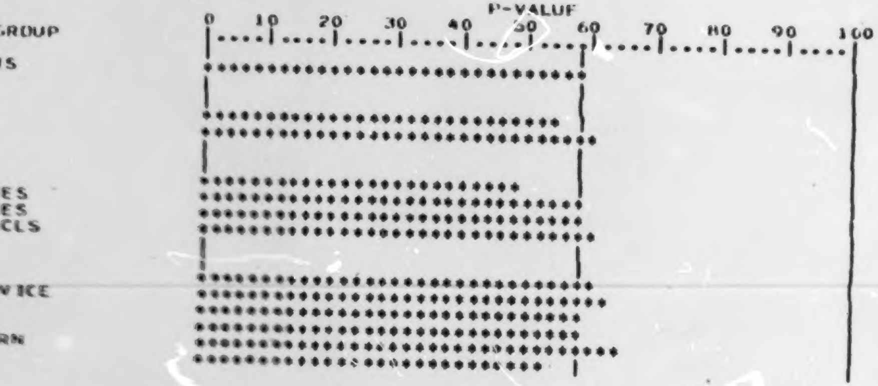
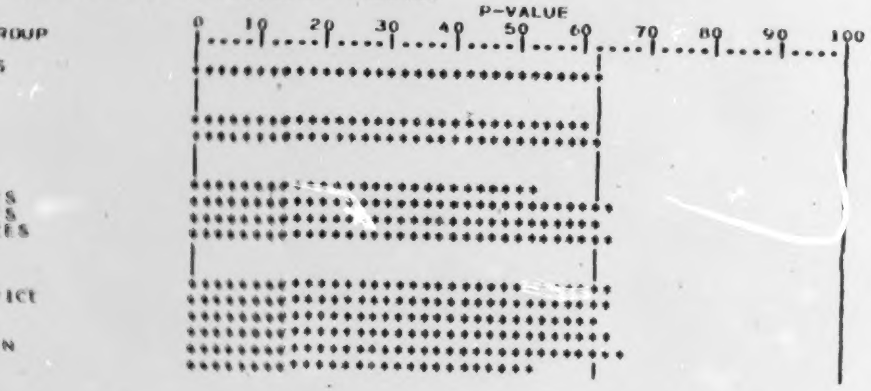


NTENT ANALYSIS BY REPORTING GROUPS
8TH GRADE - NOVEMBER 1977

CLARIFYING ISSUES/DECISION MAKING.



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                         NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                         CONN CITIZENSHIP/SOCIAL STUDIES - 11TH GRAD

                         1  TOTAL TEST SCORE

            SE OF      GROUP      SE OF    SAMPLE
P-VALUE   P-VALUE     EFFECT     EFFECT     SIZE             REPORTING GROUP

 66.16      0.44                            2306             ALL STUDENTS

----SEX OF THE STUDENT                                ----
 67.50      0.60       1.40*      0.32      1155             MALE
 64.76      0.59      -1.34*      0.31      1147             FEMALE

----SPEAK A LANGUAGE OTHER THAN ENGLISH               ----
 62.16      1.28      -4.00*      1.02       240             YES
 66.53      0.47       0.43*      0.12      2056             NO

----HOW MANY HOURS PER DAY WATCHING TV                ----
 69.58      0.76       3.47*      0.55       496             LESS THAN 1 HR
 67.79      0.64       1.69*      0.42       729             BETWEEN 1&2 HRS
 64.49      0.65      -1.61*      0.45       657             BETWEEN 2&3 HRS
 60.23      0.87      -5.87*      0.71       366             MORE THAN 3 HRS

----HOW MUCH DO PARENTS TALK ABOUT SCHOOL              ----
 68.73      0.58       2.62*      0.31      1056             ALMOST EVERY DA
 64.01      0.60      -2.09*      0.33      1043             ONCE IN A WHILE
 62.75      1.11      -3.35*      1.06       205             ALMOST NEVER

----HOW DO YOU LIKE SCHOOL                            ----
 60.79      1.87      -5.37*      1.67        75             I HATE IT
 63.99      1.12      -2.11*      1.03       237             I DON'T LIKE IT
 63.91      0.63      -2.15*      0.36      1019             IT'S O.K.
 69.14      0.60       3.06*      0.43       715             I LIKE IT
 69.76      1.22       3.60*      1.03       245             I LIKE IT A LO

----HOW DO YOU FEEL ABOUT SOCIAL STUDIES               ----
 57.92      0.91      -8.19*      0.76       317             MY LEAST FAVOR
 64.34      0.51      -1.76*      0.29       990             NOT A FAVORITE
 70.13      0.59       4.62*      0.34       867             A FAVORITE
 72.07      1.36       5.97*      1.12       109             MY MOST FAVORI
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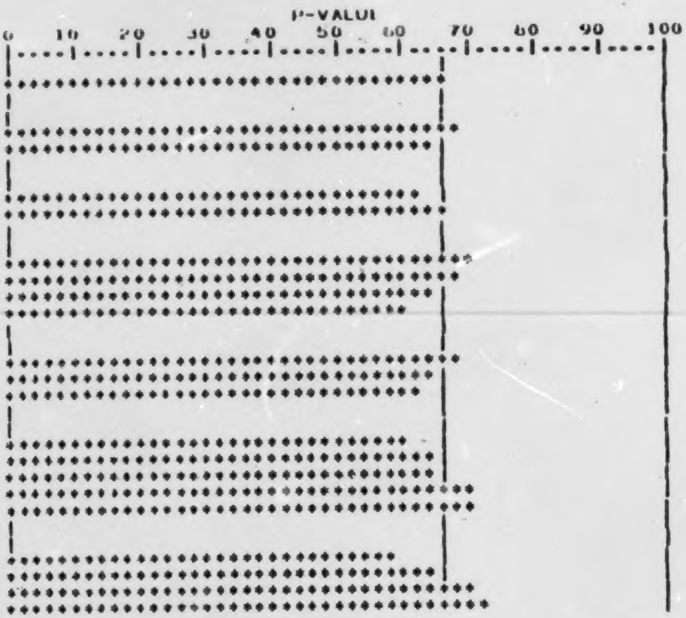
I ANALYSIS BY REPORTING GROUPS
I - SPRING 1976



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                    NATIONAL EVALUATION SYSTEMS, INC. -- CONT
                    CONN CITIZENSHIP/SOCIAL STUDIES - 11TH GRA

                    I  TOTAL TEST SCORE

           SE OF      GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE                REPORTING GROU

 66.10     0.49                           2306                ALL STUDENTS

----I HAVE SOME CHOICE IN WHAT I STUDY              ----
 68.61     0.74      2.51*      0.52      607                 YES
 65.39     0.53     -0.71*      0.22     1653                 NO

----I FIND MOST TOPICS INTERESTING                  ----
 68.42     0.56      2.32*      0.23     1363                 YES
 62.92     0.53     -3.18*      0.35      865                 NO

----MY ASSIGNMENTS ARE MEANINGFUL                   ----
 66.90     0.64      0.80*      0.37      964                 YES
 65.85     0.55     -0.26       0.28     1290                 NO

----THERE ARE A VARIETY OF ACTIVITIES               ----
 66.61     0.48      0.51*      0.21     1642                 YES
 65.33     0.66     -0.76       0.58      624                 NO

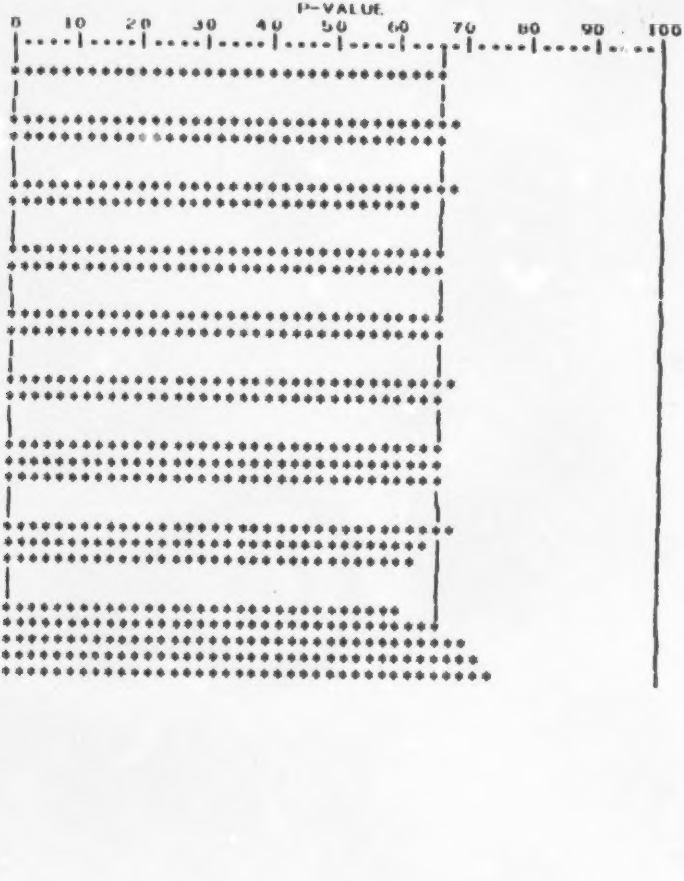
----WE TALK ABOUT CURRENT EVENTS                    ----
 67.00     0.51      0.90*      0.26     1435                 YES
 65.05     0.74     -1.05*      0.45      620                 NO

----STUDENTS HELP DECIDE SCHOOL AFFAIRS             ----
 65.32     0.87     -0.78       0.70      375                 OFTEN
 65.98     0.57     -0.12       0.31     1082                 SOMETIMES
 66.57     0.70      0.47       0.43      638                 RARELY

----TEACHERS RESPECT OUR OPINION                    ----
 67.71     0.51      1.61*      0.22     1326                 OFTEN
 64.34     0.66     -1.76*      0.42      756                 SOMETIMES
 61.97     1.24     -4.14*      1.04      220                 RARELY

----TIME READING FOR PLEASURE EACH WEEK             ----
 60.69     0.68     -5.41*      0.56      684                 LESS THAN 1 HR
 65.86     0.69     -0.23       0.42      770                 BETWEEN 1+3 HRS
 69.04     0.71      2.93*      0.54      473                 BETWEEN 3+5 HRS
 71.96     0.94      5.86*      0.81      245                 BETWEEN 5+10 HR
 73.66     1.33      7.57*      1.14      125                 MORE THAN 10 HR
```

NT ANALYSIS BY REPORTING GROUPS
DE - SPRING 1976



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                         NATIONAL EVALUATION SYSTEMS, INC. -- CON
                         CONN CITIZENSHIP/SOCIAL STUDIES - 11TH G

                         1  TOTAL TEST SCORE

            SE OF      GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE     EFFECT     EFFECT    SIZE                REPORTING GRO

 66.10      0.49                           2300                ALL STUDENTS

----TRY TO CHANGE SCHOOL RULES                          ----
 65.89      0.71      -0.21       0.45      698                YES
 66.27      0.53       0.16       0.21     1591                NO

----TRY TO CHANGE CLASSES OFFERED                       ----
 62.99      0.66      -3.12*      0.64      527                YES
 67.12      0.50       1.02*      0.18     1756                NO

----TRY TO INCREASE ACTIVITIES                          ----
 66.75      0.72       0.65       0.43      819                YES
 65.95      0.50      -0.16       0.24     1462                NO

----SIZE OF COMMUNITY                                   ----
 56.34      1.37      -9.76*      1.23      531                BIG CITIES
 68.69      1.00       2.59*      0.82      504                FRINGE CITIE
 65.70      0.75      -0.41       0.70      569                MEDIUM CITIE
 68.39      0.70       2.29*      0.62      676                SMALLER PLAC

----REGION OF THE STATE                                 ----
 66.03      1.37      -0.06       1.31      224                RESCUE
 72.40      0.87       6.30*      0.91      239                COOP ED SERV
 68.32      0.72       2.22*      0.67      596                CREC
 66.07      1.16      -0.04       1.64      357                ACES
 65.99      1.13      -0.11       1.11      237                PROJECT LEAR
 65.80      0.94      -0.30       1.00      116                NARSES
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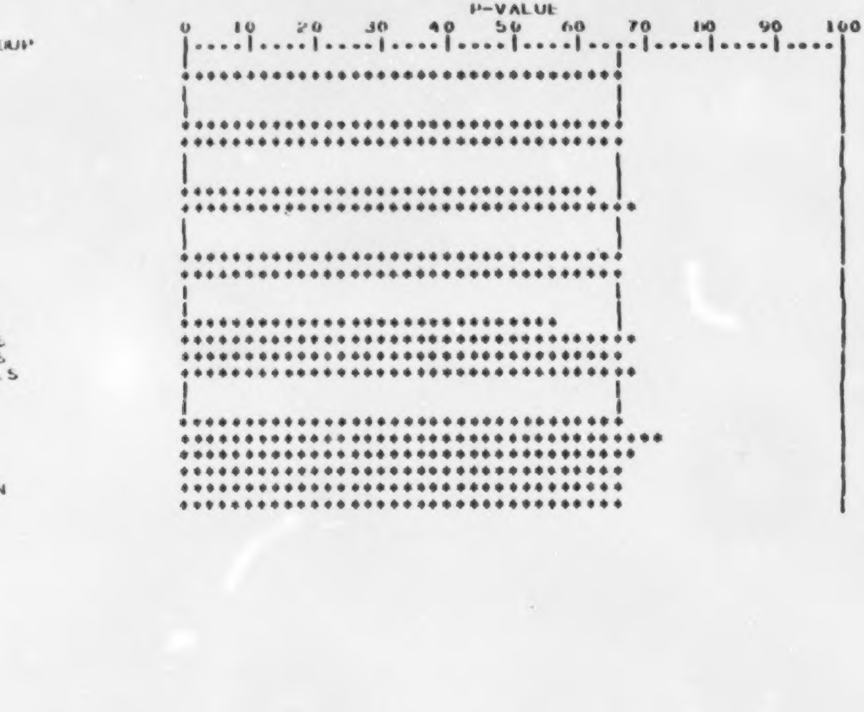
ENT ANALYSIS BY REPORTING GROUPS
RADE - SPRING 1978



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                          NATIONAL EVALUATION SYSTEMS, INC. -- C
                          CONN CITIZENSHIP/SOCIAL STUDIES - 11TH

                          I   TOTAL TEST SCORE

              SE OF     GROUP      SE OF    SAMPLE
  P-VALUE   P-VALUE    EFFECT     EFFECT     SIZE             REPORTING

   66.10      0.49                           2360             ALL STUDEN

 ----STUDENTS ARE CHILDREN OF:                        ----
   75.01      0.93      8.91*      0.98       123             UPPER-INCO
   66.19      0.67      2.69*      0.55       874             MIDDLE-INC
   59.40      2.22     -6.71*      2.10       332             LOWER-INCO
   65.29      0.80     -0.82       0.77       637             MIXED-INCO

 ----IS TEAM TEACHING PREDOMINANT                     ----
   64.85      1.90     -1.25       1.09        46             YES
   66.84      0.54      0.73*      0.22      1938             NO

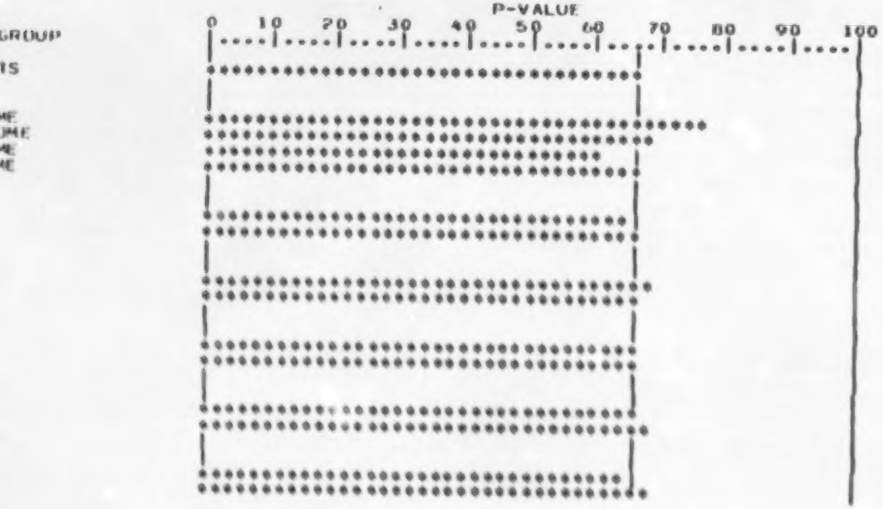
 ----CONSULTANTS-SPECIALISTS HELP TEACHERS            ----
   67.59      0.68      1.48*      0.45      1324             YES
   65.06      0.90     -1.04       0.91       637             NO

 ----LACK OF FUNDS FOR SUPPLIES                       ----
   66.86      1.10      0.75       0.95       628             YES
   66.77      0.66      0.66       0.47      1356             NO

 ----LACK OF AUDIO-VISUAL MATERIALS                   ----
   65.74      1.01     -0.36       0.84       759             YES
   67.42      0.68      1.31*      0.51      1225             NO

 ----TEXTBOOKS TOO DIFFICULT TO READ                  ----
   64.20      1.35     -1.90       1.16       648             YES
   67.80      0.58      1.69*      0.42      1336             NO
```

NTENT ANALYSIS BY REPORTING GROUPS
GRADE - SPRING 1976



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                         NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                         CONN CITIZENSHIP/SOCIAL STUDIES - 11TH GRAD

                         1  TOTAL TEST SCORE

            SE OF      GROUP      SE OF    SAMPLE
P-VALUE    P-VALUE    EFFECT     EFFECT     SIZE              REPORTING GROUP

 66.10      0.49                            2300              ALL STUDENTS

----IRRELEVANCY OF TEXTBOOKS TO STUDENTS           ----
 63.50      1.98      -2.60       1.95      183               YES
 67.35      0.56       1.25*      0.32     1738               NO

----LACK OF PLANNING TIME FOR TEACHERS             ----
 67.39      0.96       1.28       0.66      600               YES
 66.53      0.68       0.43       0.44     1304               NO

----CLASS SIZES TOO LARGE                          ----
 66.05      0.96      -0.05       0.79      786               YES
 67.35      0.68       1.24*      0.52     1223               NO

----POOR SOCIAL STUDIES BACKGROUND STUDENTS ----
 63.66      1.08      -2.44*      0.91      807               YES
 68.53      0.56       2.43*      0.43     1159               NO

----SOCIAL STUDIES REQUIRED IN CURRICULUM          ----
 66.65      0.59       0.55*      0.29     1940               YES
 71.91      2.72       5.80*      2.68       44               NO

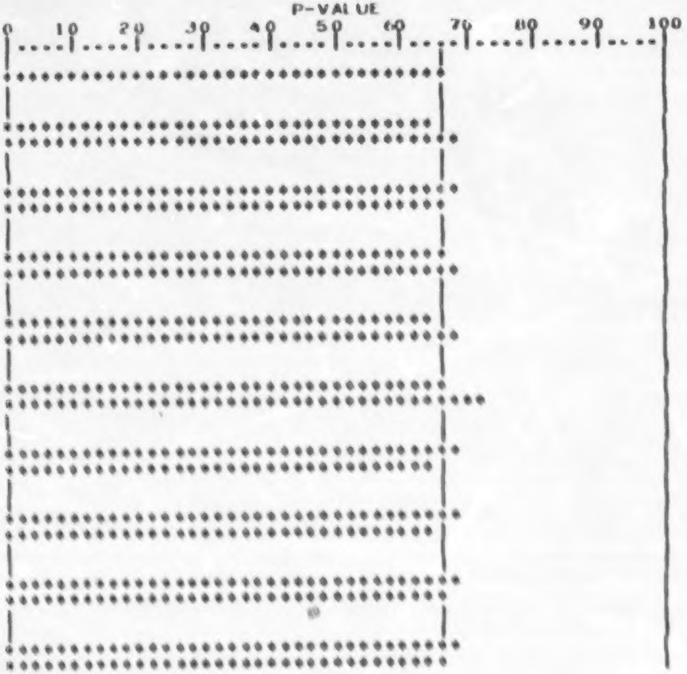
----PROGRAM DEVELOPMENT LAST 1-3 YEARS             ----
 67.67      0.62       1.56*      0.43     1426               YES
 64.20      1.60      -1.83       1.50      330               NO

----PROGRAM DEVELOPMENT LAST 4-6 YEARS             ----
 67.37      0.75       1.27*      0.56     1067               YES
 63.99      2.19      -2.12       2.07      229               NO

----PROGRAM DEVELOPMENT LAST 7-10 YEARS            ----
 68.11      0.73       2.01*      0.60      821               YES
 65.99      3.19      -0.11       3.03      174               NO

----FINANCIAL SUPPORT FOR FIELD TRIPS              ----
 67.84      0.62       1.73*      0.49     1039               YES
 65.37      0.95      -0.74       0.78      912               NO
```

T ANALYSIS BY REPORTING GROUPS
E - SPRING 1978



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                               NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT
                               CONN CITIZENSHIP/SOCIAL STUDIES - 11TH GRADE

                               1  TOTAL TEST SCORE

           SE OF      GROUP      SE OF    SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE               REPORTING GROUP

 66.10     0.49                           2300               ALL STUDENTS

----IN-SERVICE WITH CREDIT                          ----
 66.31      1.35       0.20       1.23     472               YES
 66.81      0.63       0.70       0.41    1466               NO

----IN-SERVICE WITHOUT CREDIT                       ----
 67.37      0.73       1.27*      0.62     940               YES
 66.06      0.87      -0.04       0.66     996               NO

----PAID SUMMER WORKSHOPS                           ----
 68.63      0.82       2.53*      0.77     659               YES
 65.76      0.71  .   -0.34       0.48    1301               NO

----HALF-DAYS RELEASED TIME                         ----
 68.50      0.57       2.40*      0.46    1223               YES
 63.40      1.10      -2.71*      0.93     739               NO

----FULL-DAYS RELEASED TIME                         ----
 67.63      1.00       1.53       0.82     655               YES
 66.23      0.69       0.13       0.52    1267               NO

----VISITING CONSULTANTS                            ----
 67.74      0.94       1.64*      0.77     784               YES
 65.94      0.72      -0.17       0.57    1119               NO

----SUPPORT ATTENDING IN-STATE CONFERENCES          ----
 68.62      0.55       2.51*      0.40    1336               YES
 61.10      1.24      -5.01*      1.15     602               NO

----SUPPORT ATTENDING OUT-STATE CONFERENCES         ----
 69.03      0.57       2.92*      0.48    1107               YES
 63.07      0.96      -3.03*      0.83     831               NO

----PROFESSIONAL DAYS                               ----
 67.39      0.56       1.29*      0.35    1659               YES
 62.77      2.06      -3.34       1.95     325               NO
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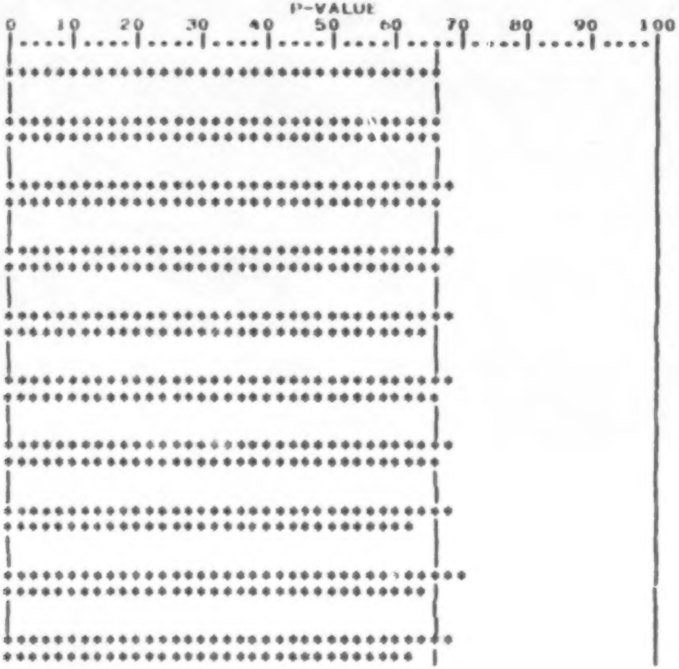
ANALYSIS BY REPORTING GROUPS
- SPRING 1978



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                          NATIONAL EVALUATION SYSTEMS, INC. -- CON
                          CONN CITIZENSHIP/SOCIAL STUDIES - 11TH G

                          1  OBJECTIVE 1. HAVE KNOWLEDGE OF LOCAL,

              SE OF       GROUP       SE OF    SAMPLE
P-VALUE     P-VALUE      EFFECT      EFFECT     SIZE              REPORTING GR

 58.08        1.07                               2300             ALL STUDENTS

----SEX OF THE STUDENT                                    ----
 60.86        0.81         2.78*      0.42      1155              MALE
 55.32        0.81        -2.76*      0.44      1142              FEMALE

----SIZE OF COMMUNITY                                     ----
 47.86        1.70       -10.22*      1.55       531              BIG CITIES
 59.73        1.32         1.65       1.11       504              FRINGE CITIES
 58.53        1.16         0.45       1.04       569              MEDIUM CITIES
 60.59        1.10         2.52*      0.90       676              SMALLER PLAC

----REGION OF THE STATE                                   ----
 58.55        1.99         0.47       1.67       224              RESCUE
 66.27        1.53         8.20*      1.50       239              COOP ED SERV
 60.24        0.98         2.16*      0.90       596              CREC
 57.11        1.69        -0.96       1.49       357              ACES
 56.61        1.63        -1.47       1.56       237              PROJECT LEAR
 59.65        1.63         1.57       1.60       116              NARSES


                          NATIONAL EVALUATION SYSTEMS, INC. -- CON
                          CONN CITIZENSHIP/SOCIAL STUDIES - 11TH G

                          2  OBJECTIVE 2. HAVE KNOWLEDGE OF HISTOR

              SE OF       GROUP       SE OF    SAMPLE
P-VALUE     P-VALUE      EFFECT      EFFECT     SIZE              REPORTING GR

 59.77        0.61                             . 2300             ALL STUDENTS

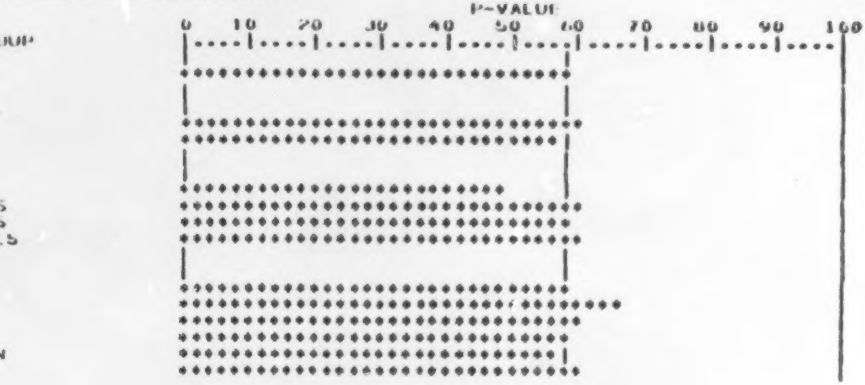
----SEX OF THE STUDENT                                    ----
 60.95        0.71         1.17*      0.41      1155              MALE
 58.70        0.79        -1.07*      0.41      1142              FEMALE

----SIZE OF COMMUNITY                                     ----
 53.60        1.35        -6.17*      1.26       531              BIG CITIES
 61.39        1.35         1.62       1.07       504              FRINGE CITIE
 60.34        1.12         0.57       0.96       569              MEDIUM CITIE
 60.62        1.00         0.85       0.81       676              SMALLER PLAC

----REGION OF THE STATE                                   ----
 57.22        1.98        -2.56       1.63       224              RESCUE
 64.45        1.43         4.68*      1.37       239              COOP ED SERV
 60.89        1.07         1.11       0.90       596              CREC
 60.49        1.41         0.71       1.26       357              ACES
 59.73        1.82        -0.04       1.69       237              PROJECT LEAR
 62.24        2.16         2.47       2.10       116              NARSES
```

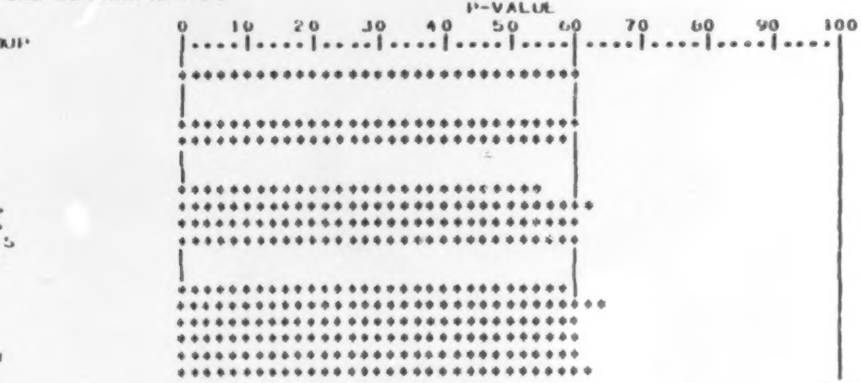
TENT ANALYSIS BY REPORTING GROUPS
RADE - SPRING 1978

STATE, AND US HISTORY.



UENT ANALYSIS BY REPORTING GROUPS
RADE - SPRING 1978

CAL DEVELOPMENTS.



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                          NATIONAL EVALUATION SYSTEMS, INC. -- CON
                          CONN CITIZENSHIP/SOCIAL STUDIES - 11TH G

                          3  OBJECTIVE 3. KNOW THE STRUCTURE OF US

             SE OF      GROUP      SE OF    SAMPLE
P-VALUE    P-VALUE     EFFECT     EFFECT     SIZE              REPORTING GR

 59.02       0.75                            2360              ALL STUDENTS

----SEX OF THE STUDENT                             ----
 62.61       1.01       3.60*      0.60      1155              MALE
 55.46       0.93      -3.56*      0.57      1142              FEMALE

----SIZE OF COMMUNITY                              ----
 50.27       1.72      -8.75*      1.57       531              BIG CITIES
 62.25       1.56       3.16*      1.25       504              FRINGE CITIE
 58.20       1.30      -0.82       1.14       589              MEDIUM CITIE
 60.75       1.21       1.74       0.99       676              SMALLER PLAC

----REGION OF THE STATE                            ----
 57.53       2.50      -1.48       2.30       224              RESCUE
 66.20       1.94       7.16*      1.84       239              COOP ED SERV
 62.44       1.16       3.42*      1.64       596              CREC
 57.23       1.83      -1.79       1.65       357              ACES
 59.21       1.56       0.19       1.54       237              PROJECT LEAR
 55.87       1.56      -3.15       1.64       116              NARSES
```

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                          NATIONAL EVALUATION SYSTEMS, INC. -- CON
                          CONN CITIZENSHIP/SOCIAL STUDIES - 11TH G

                          4  OBJECTIVE 4. HAVE KNOWLEDGE ABOUT IDE

             SE OF      GROUP      SE OF    SAMPLE
P-VALUE    P-VALUE     EFFECT     EFFECT     SIZE              REPORTING GR

 64.10       0.69                            2360              ALL STUDENTS

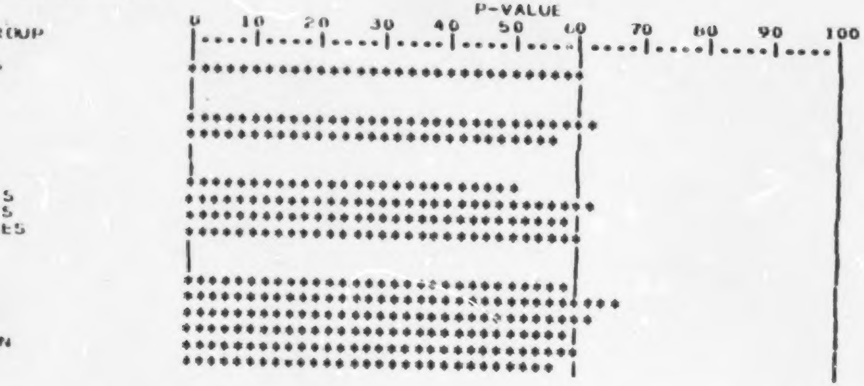
----SEX OF THE STUDENT                             ----
 65.54       0.66       1.44*      0.51      1155              MALE
 62.72       1.09      -1.39*      0.49      1142              FEMALE

----SIZE OF COMMUNITY                              ----
 53.72       1.70     -10.38*      1.59       531              BIG CITIES
 67.88       1.42       3.78*      1.15       504              FRINGE CITIES
 62.27       1.29      -1.83       1.06       589              MEDIUM CITIES
 66.83       1.08       2.73*      0.96       676              SMALLER PLACE

----REGION OF THE STATE                            ----
 64.95       1.98       0.85       1.66       224              RESCUE
 71.95       1.21       7.84*      1.23       239              COOP ED SERV
 66.09       1.22       1.99       1.05       596              CREC
 63.73       1.69      -0.38       1.45       357              ACES
 63.11       2.15      -0.99       2.02       237              PROJECT LEARN
 64.32       1.65       0.22       1.66       116              NARSES
```

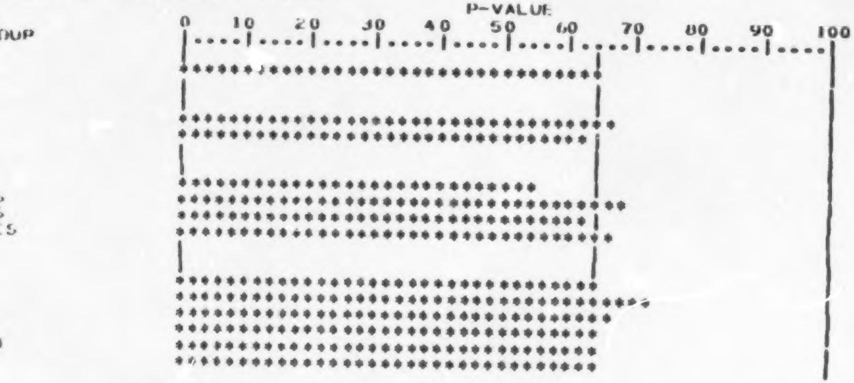
IENT ANALYSIS BY REPORTING GROUPS
GRADE - SPRING 1976

S GOVERNMENT.



IENT ANALYSIS BY REPORTING GROUPS
RADE - SPRING 1976

OLOGY OF POLITICAL SYSTEMS.



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                              NATIONAL EVALUATION SYSTEMS, INC. -- CONT
                              CONN CITIZENSHIP/SOCIAL STUDIES - 11TH GR

                              5  OBJECTIVE 5. RECOGNIZE RIGHTS AND LIBE

            SE OF     GROUP     SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT    EFFECT    SIZE              REPORTING GRO

 68.75      0.66                         2300              ALL STUDENTS

----SEX OF THE STUDENT                          ----
 70.00      0.77      1.20*     0.52     1155              MALE
 67.57      0.93     -1.17*     0.51     1142              FEMALE

----SIZE OF COMMUNITY                           ----
 58.20      1.70    -10.55*     1.59      531              BIG CITIES
 72.34      1.36      3.60*     1.11      564              FRINGE CITIES
 69.17      1.10      0.42      0.90      589              MEDIUM CITIES
 69.94      1.10      1.20      0.89      676              SMALLER PLACES

----REGION OF THE STATE                         ----
 67.50      1.73     -1.25      1.62      224              RESCUE
 76.21      1.11      7.47*     1.12      239              COOP ED SERV
 71.66      1.01      2.92*     0.92      596              CREC
 69.32      1.66      0.57      1.48      357              ACES
 68.34      2.01     -0.41      1.87      237              PROJECT LEARN
 65.52      1.73     -3.23      1.74      116              NARSES
```

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                              NATIONAL EVALUATION SYSTEMS, INC. -- CONT
                              CONN CITIZENSHIP/SOCIAL STUDIES - 11TH GR

                              6  OBJECTIVE 6. UNDERSTAND DUTIES AND RES

            SE OF     GROUP     SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT    EFFECT    SIZE              REPORTING GRO

 80.26      0.60                         2300              ALL STUDENTS

----SEX OF THE STUDENT                          ----
 81.26      0.83      1.00      0.54     1155              MALE
 79.31      0.83     -0.95      0.55     1142              FEMALE

----SIZE OF COMMUNITY                           ----
 73.64      1.26     -6.63*     1.21      531              BIG CITIES
 82.24      1.07      1.98*     0.92      564              FRINGE CITIES
 79.63      1.16     -0.64      0.97      589              MEDIUM CITIES
 81.96      1.10      1.69*     0.84      676              SMALLER PLACE

----REGION OF THE STATE                         ----
 78.62      2.60     -1.64      2.36      224              RESCUE
 83.99      1.22      3.73*     1.17      239              COOP ED SERV
 80.50      1.03      0.24      0.88      596              CREC
 82.83      1.52      2.56      1.34      357              ACES
 80.02      1.40     -0.24      1.35      237              PROJECT LEARN
 83.19      1.47      2.93*     1.40      116              NARSES
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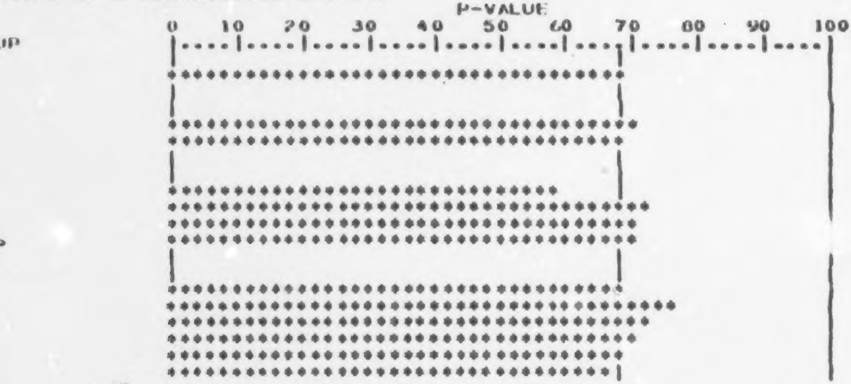
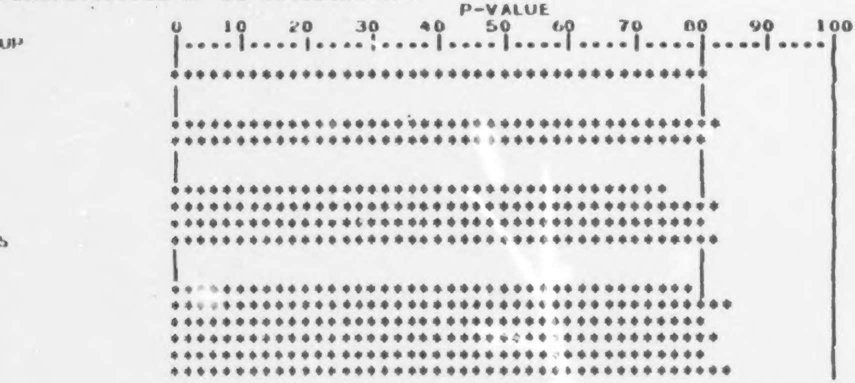
ENT ANALYSIS BY REPORTING GROUPS
ADE - SPRING 1976

RTIES OF A PLURALISTIC SYSTEM.



ENT ANALYSIS BY REPORTING GROUPS
ADE - SPRING 1976

PONSIBILITIES OF US CITIZENSHIP.



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                                   NATIONAL EVALUATION SYSTEMS, INC. -- CON
                                   CONN CITIZENSHIP/SOCIAL STUDIES - 11TH G

                                   7  OBJECTIVE 7. UNDERSTAND THAT POLITICA

            SE OF     GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE                 REPORTING GR

 67.01      0.63                          2300                 ALL STUDENTS

----SEX OF THE STUDENT                              ----
 68.58      0.85      1.57*      0.46     1155                 MALE
 65.48      0.76     -1.53*      0.47     1142                 FEMALE

----SIZE OF COMMUNITY                               ----
 57.44      1.54     -9.57*      1.37      531                 BIG CITIES
 71.79      0.97      4.78*      0.96      504                 FRINGE CITIE
 66.08      0.92     -0.93       0.87      589                 MEDIUM CITIE
 67.96      1.22      0.95       0.92      676                 SMALLER PLAC

----REGION OF THE STATE                             ----
 65.27      1.43     -1.74       1.41      224                 RESCUE
 74.35      1.79      7.34*      1.71      239                 COOP ED SERV
 69.49      0.87      2.48*      0.86      596                 CREC
 69.16      1.55      2.15       1.37      357                 ACES
 65.23      1.62     -1.78       1.54      237                 PROJECT LEAR
 62.76      1.76     -4.25*      1.75      116                 NARSES
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                                   NATIONAL EVALUATION SYSTEMS, INC. -- CON
                                   CONN CITIZENSHIP/SOCIAL STUDIES - 11TH G

                                   8  OBJECTIVE 8. HAVE KNOWLEDGE ABOUT ECO

            SE OF     GROUP      SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT     EFFECT    SIZE                 REPORTING GR

 73.41      0.61                          2300                 ALL STUDENTS

----SEX OF THE STUDENT                              ----
 75.51      0.73      2.11*      0.45     1155                 MALE
 71.37      0.81     -2.04*      0.45     1142                 FEMALE

----SIZE OF COMMUNITY                               ----
 60.42      1.80    -12.99*      1.62      531                 BIG CITIES
 75.36      1.11      1.95*      0.96      504                 FRINGE CITIE
 73.58      1.00      0.16       0.89      589                 MEDIUM CITIE
 77.04      0.98      3.64*      0.60      676                 SMALLER PLAC

----REGION OF THE STATE                             ----
 75.46      1.80      2.06       1.69      224                 RESCUE
 78.41      1.81      5.00*      1.72      239                 COOP ED SERV
 75.68      1.03      2.28*      0.89      596                 CREC
 73.93      1.46      0.53       1.31      357                 ACES
 75.15      1.27      1.75       1.27      237                 PROJECT LEAR
 73.79      1.69      0.39       1.66      116                 NARSES
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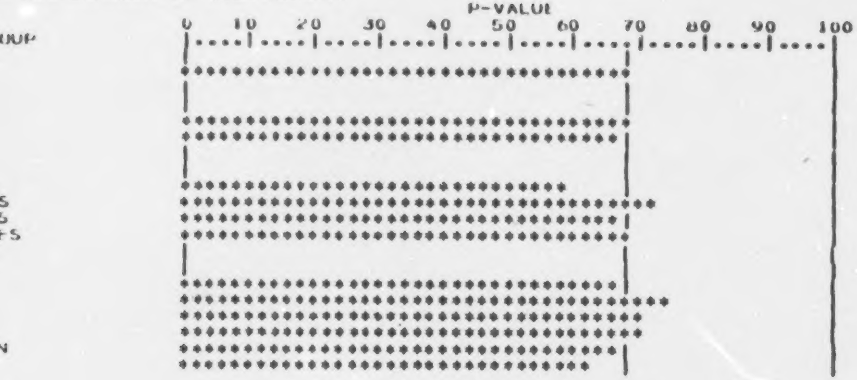
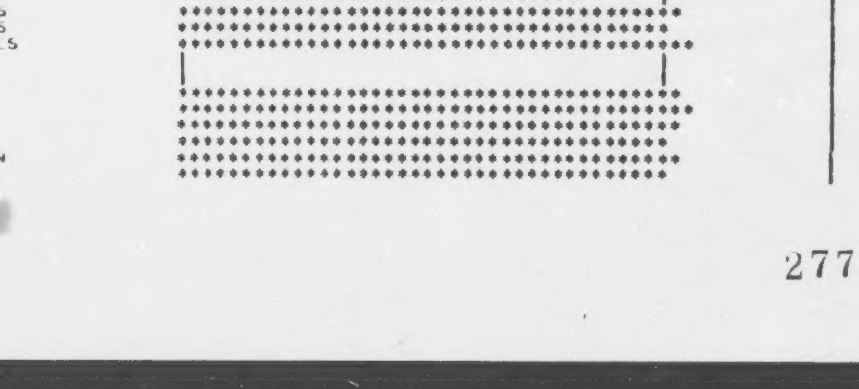
TENT ANALYSIS BY REPORTING GROUPS
RADE - SPRING 1978

L OPPOSITION IS LEGITIMATE.



TENT ANALYSIS BY REPORTING GROUPS
RADE - SPRING 1978

NOMIC SYSTEMS.



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                         NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                         CONN CITIZENSHIP/SOCIAL STUDIES - 11TH GRAD

                       9  OBJECTIVE 9. HAVE KNOWLEDGE ABOUT HUMANS

           SE OF     GROUP      SE OF   SAMPLE
P-VALUE  P-VALUE    EFFECT     EFFECT    SIZE              REPORTING GROUP

 61.14     0.62                          2300              ALL STUDENTS

----SEX OF THE STUDENT                           ----
 62.57     0.80      1.43*      0.51     1155              MALE
 59.71     0.85     -1.43*      0.52     1142              FEMALE

----SIZE OF COMMUNITY                            ----
 52.08     1.96     -9.06*      1.73      531              BIG CITIES
 61.08     1.18     -0.06       0.90      504              FRINGE CITIES
 63.03     1.09      1.89*      0.95      589              MEDIUM CITIES
 63.39     0.95      2.25*      0.80      676              SMALLER PLACES

----REGION OF THE STATE                          ----
 59.64     1.72     -1.50       1.62      224              RESCUE
 56.79     1.42     -4.35       1.37      239              COOP ED SERV
 63.57     1.05      2.43*      0.89      596              CREC
 61.69     1.38      0.55       1.26      357              ACES
 64.57     1.67      3.43*      1.57      237              PROJECT LEARN
 65.62     1.26      4.48*      1.31      116              NARSES
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                         NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                         CONN CITIZENSHIP/SOCIAL STUDIES - 11TH GRAD

                      10  OBJECTIVE 10. HAVE KNOWLEDGE ABOUT SOCIA

           SE OF     GROUP      SE OF   SAMPLE
P-VALUE  P-VALUE    EFFECT     EFFECT    SIZE              REPORTING GROUP

 84.22     0.53                          2300              ALL STUDENTS

----SEX OF THE STUDENT                           ----
 84.28     0.72      0.06       0.43     1155              MALE
 84.16     0.70     -0.06       0.43     1142              FEMALE

----SIZE OF COMMUNITY                            ----
 74.96     1.65     -9.26*      1.49      531              BIG CITIES
 86.52     1.13      2.30*      0.91      504              FRINGE CITIES
 83.90     0.98     -0.32       0.84      589              MEDIUM CITIES
 86.40     0.70      2.18*      0.64      676              SMALLER PLACES

----REGION OF THE STATE                          ----
 83.96     1.12     -0.26       1.10      224              RESCUE
 90.00     1.65      5.78*      1.07      239              COOP ED SERV
 86.00     0.88      1.78*      0.76      596              CREC
 84.70     1.36      0.47       1.20      357              ACES
 82.95     1.21     -1.26       1.16      237              PROJECT LEARN
 87.17     1.66      2.95       1.65      116              NARSES
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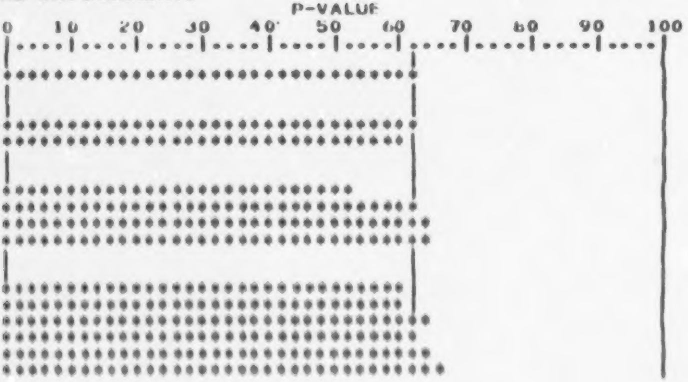
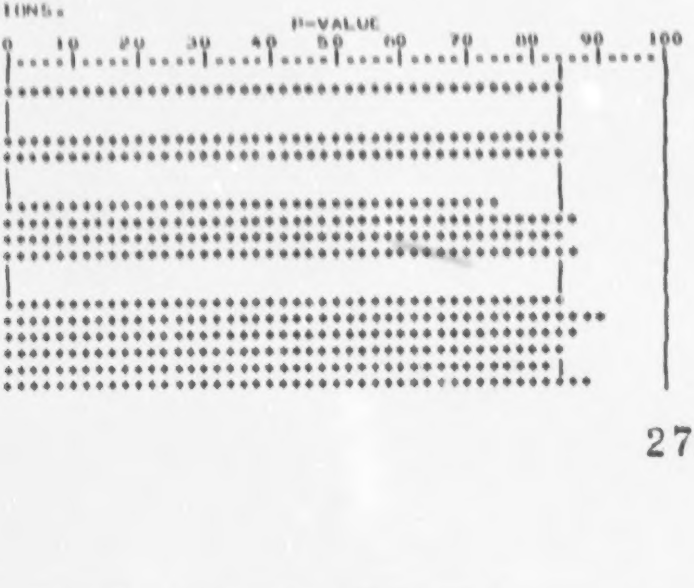
I ANALYSIS BY REPORTING GROUPS
E - SPRING 1978

AND PHYSICAL ENVIRONMENT.



I ANALYSIS BY REPORTING GROUPS
E - SPRING 1978

L ORGANIZATIONS.



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                         NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                         CONN CITIZENSHIP/SOCIAL STUDIES - 11TH GRAD

                      11  OBJECTIVE 11. UNDERSTAND THE NATURE OF C

            SE OF     GROUP     SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT    EFFECT    SIZE            REPORTING GROUP

 75.09      0.50                         2300            ALL STUDENTS

----SEX OF THE STUDENT                          ----
 76.45      0.64      0.56      0.41     1155            MALE
 75.46      0.68     -0.49      0.40     1142            FEMALE

----SIZE OF COMMUNITY                           ----
 67.73      1.30     -8.16*     1.17      531            BIG CITIES
 76.99      1.00      1.10      0.63      504            FRINGE CITIES
 75.45      0.89     -0.44      0.77      589            MEDIUM CITIES
 78.73      0.75      2.84*     0.64      676            SMALLER PLACES

----REGION OF THE STATE                         ----
 75.42      1.65     -0.47      1.76      228            RESCUE
 66.86      0.96      4.57*     0.98      239            COOP ED SERV
 77.97      0.71      2.09*     0.67      596            CREC
 75.62      1.17     -0.27      1.05      357            ACES
 76.76      1.62      0.87      1.51      237            PROJECT LEARN
 75.69      1.85     -0.20      1.84      116            NARSES




                         NATIONAL EVALUATION SYSTEMS, INC. -- CONTEN
                         CONN CITIZENSHIP/SOCIAL STUDIES - 11TH GRAD

                      12  OBJECTIVE 12. HAVE KNOWLEDGE ABOUT "CULT

            SE OF     GROUP     SE OF   SAMPLE
P-VALUE   P-VALUE    EFFECT    EFFECT    SIZE            REPORTING GROUP

 77.34      0.72                         2300            ALL STUDENTS

----SEX OF THE STUDENT                          ----
 78.81      1.06      1.47*     0.62     1155            MALE
 75.96      0.99     -1.37*     0.61     1145            FEMALE

----SIZE OF COMMUNITY                           ----
 66.58      1.55    -10.76*     1.65      531            BIG CITIES
 79.66      1.63      2.32      1.38      504            FRINGE CITIES
 75.21      1.41     -2.13      1.22      589            MEDIUM CITIES
 81.59      1.19      4.25*     1.00      676            SMALLER PLACES

----REGION OF THE STATE                         ----
 81.15      1.39      3.82*     1.45      228            RESCUE
 84.37      1.66      7.03*     1.61      239            COOP ED SERV
 79.28      1.48      1.95      1.23      596            CREC
 76.97      1.95     -0.37      1.73      357            ACES
 78.01      2.34      0.67      2.22      237            PROJECT LEARN
 71.55      2.10     -5.79*     2.10      116            NARSES
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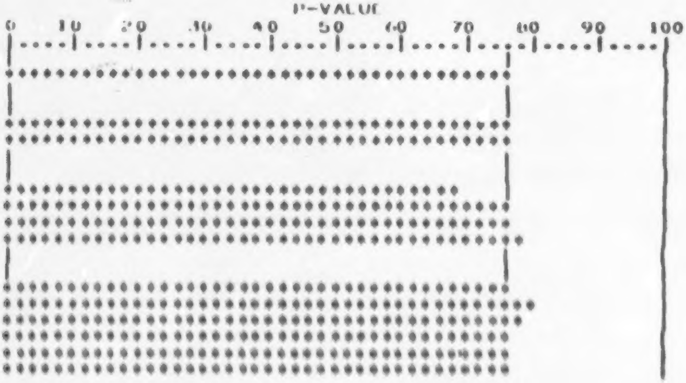
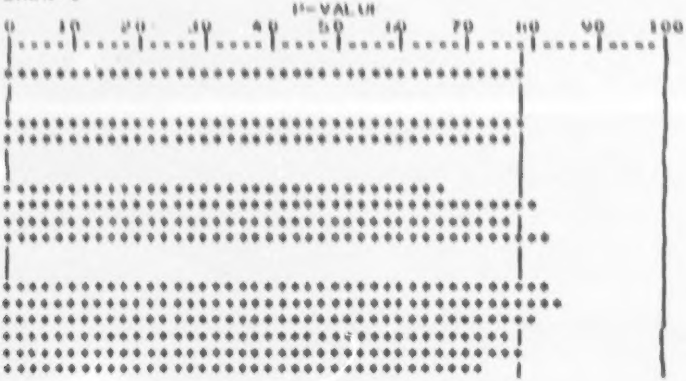
T ANALYSIS BY REPORTING GROUPS
E - SPRING 1978

ONFLICTS.



T ANALYSIS BY REPORTING GROUPS
E - SPRING 1978

URAL UNIVERSALS".



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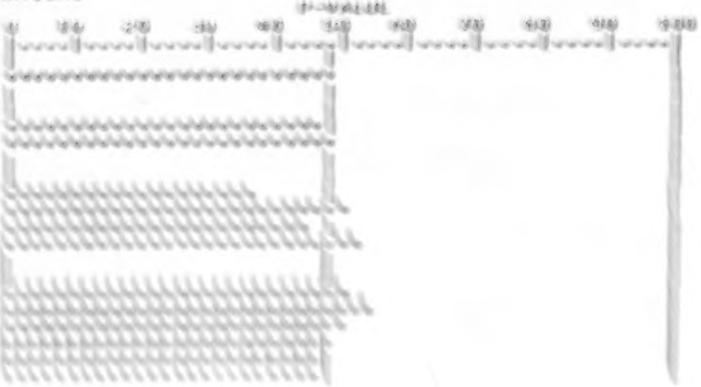

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